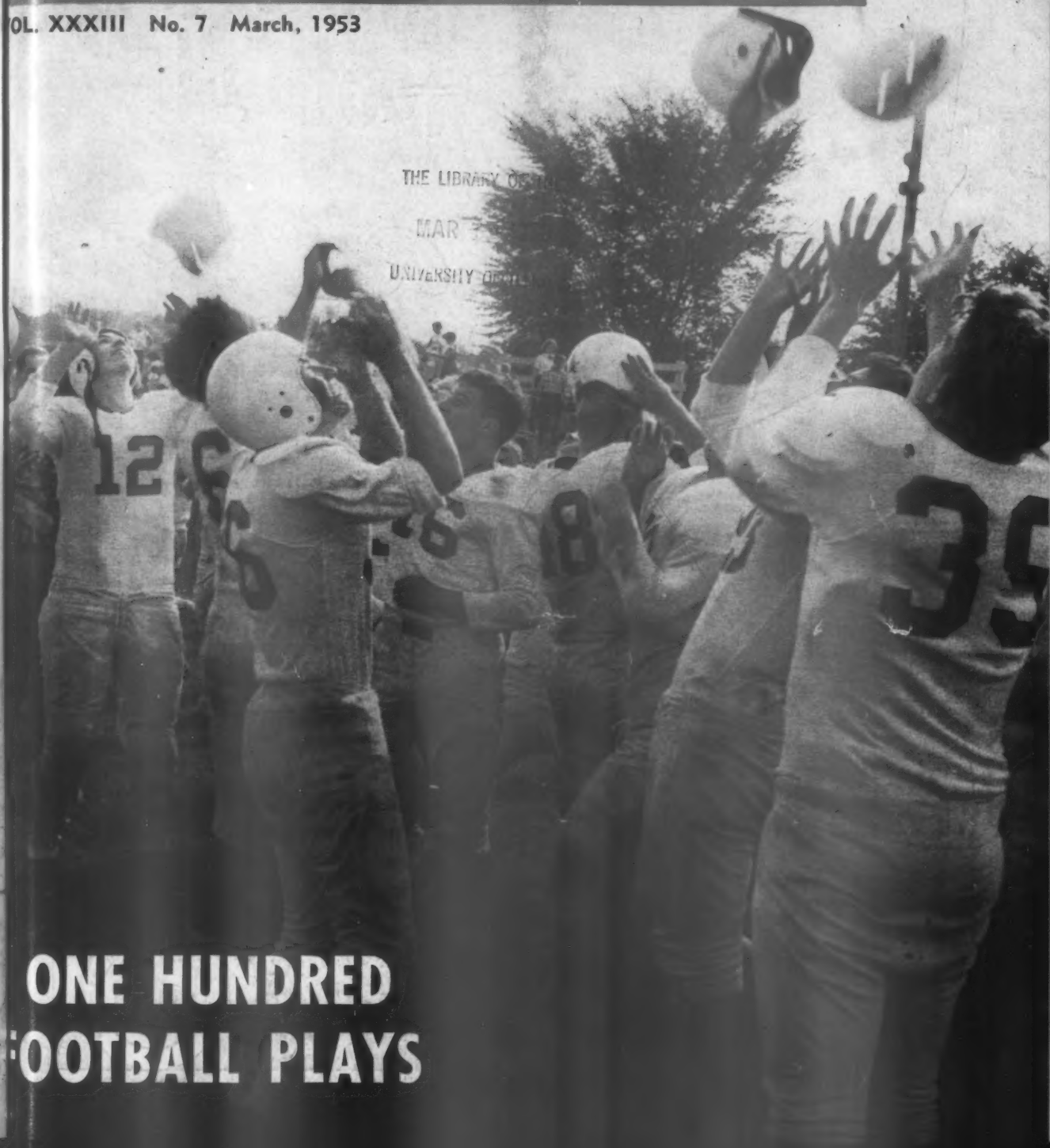


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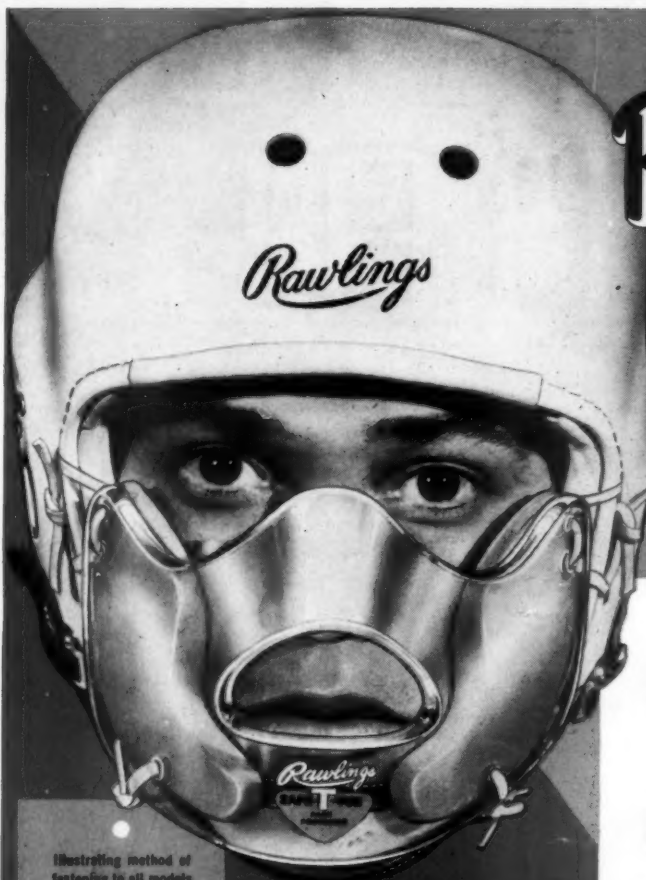
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FRONT COVER ILLUSTRATION

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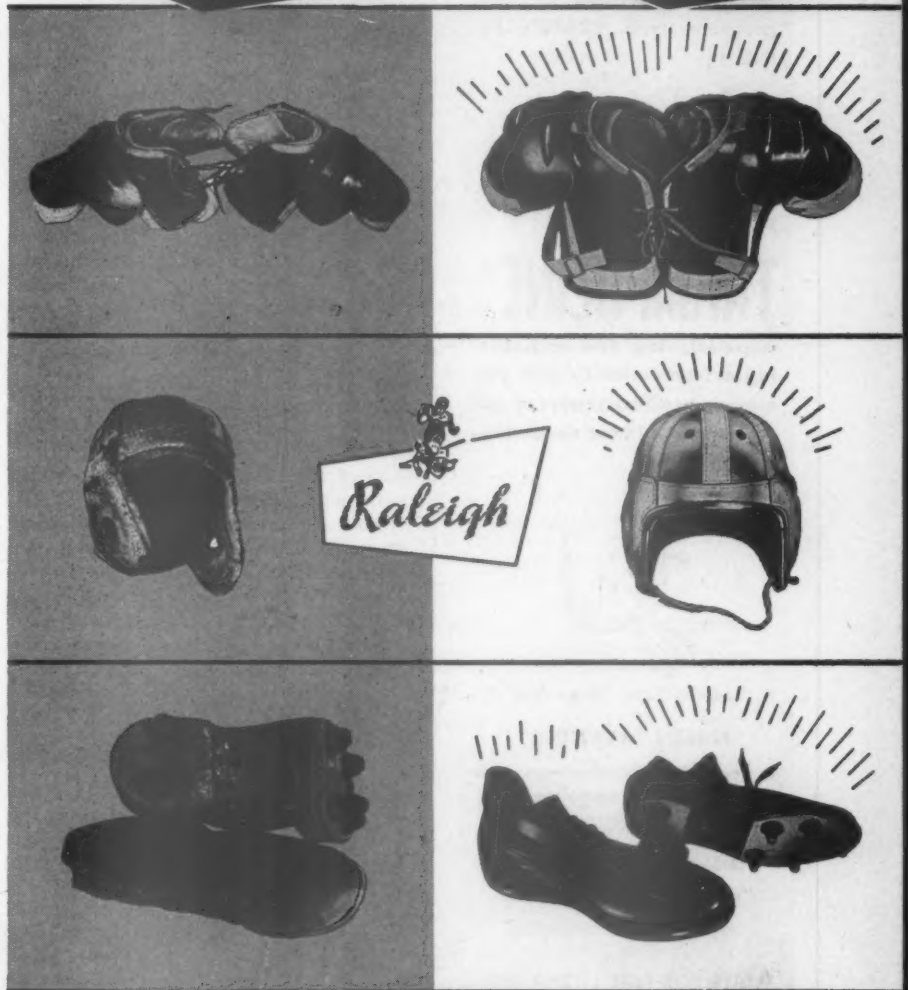
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from here and there



THE sons of Don McNeil of Breakfast Club fame and Freddie Lindstrom, former New York Giant immortal, and presently baseball coach at Northwestern, are basketball teammates at New Trier High School, Winnetka, Ill. . . Joe Kelly, for 15 years head of the College Sales and Promotion Department of the MacGregor Company, has been made a vice president. Before joining MacGregor, in 1934, he coached at Cincinnati's Purcell High School and Xavier University, his alma mater . . . In January we reported on Bill Bowerman's high school coaching record at Medford, Ore., before he went to the University of Oregon as end coach and track coach. Now comes Bill Borchers' record at Marshfield, Ore., High School. In five years his teams won 158 basketball games, losing but 38, including one state championship. Borchers is now in his second year as basketball coach at Oregon . . . A real veteran is Charlie White who has coached basketball and track at Haverhill, Mass., high school for 25 years . . . At least six proteges of Penn State's, Gene Wettstone, are now coaching gymnastics at major colleges. The six that we can recall are Ray Runkle, Notre Dame; Warren Neiger, Pittsburgh; Bill Bonsall, West Virginia; Ray Sorensen, Duke; Bill Meade, North Carolina; and Harold Frey at the University of Illinois' Navy Pier Branch.

40 years as a trainer, but few if any can match the outstanding coaches under whom he has served. Among some of the most notable are Glenn Warner, Jock Sutherland, Jimmy Conzelman and, of course, Don Faurot . . . Oregon makes up its *State Association Bulletin* in three sections. One section is for the principal, another for the coach, and the third for the girls' athletic department . . . The sports editor of the Schenectady, New York, *Gazette* has discontinued the practice of naming high school all-star teams. In explaining the discontinuance, editor, Harry Shave, states: "We go along with the New York Association on the subject of all-star teams and similar promotions. We have discontinued the practice of choosing such teams after listening to various comments from coaches, other players, and members of the all-star teams themselves."

• • •

EARLIER we mentioned the statistics on the games in Kansas high schools. Here are some more statistics to use against those who would legislate away the possibility of tie games. Last fall Cornell played nine games against old-time rivals. Including last fall, Cornell has played these nine teams a total of 278 times of which only 11 games have ended in ties . . . In 27 seasons as head basketball coach at Arizona, Fred Enke's teams have finished below the 500 mark only five times . . . William McCurdy, former Stanford track star, has been upped from assistant to head track coach at Harvard to replace Jaakko Mikkola who died . . . Baseball and basketball seem to go hand in hand, Lou Boudreau and his teammate catcher, Sammy White, being notable examples. Boudreau assists at Illinois and White at the University of Washington . . . This may surprise you as it did us, but Arkansas is way out in front in the all-time Southwest Conference standings with a percentage of 713. Texas is second with a 641 percentage. This, of course, refers to basketball.

• • •

FOR several years now we have reported on the number of tie football games among the various Kansas high school leagues. During the fall of 1950 only 21 or 4.1 per cent of 507 league games ended in ties. The 1951 season saw 14 or 4.3 per cent of 319 league games end without a verdict. Last fall 26 or 5.6 per cent of 461 games ended in tie scores. Over a three year period only 4.7 per cent of the supposedly even league games ended in ties . . . Wisconsin has authorized the use of aluminum cleats for its member schools for next fall . . . Not only has "Ollie" DeVactor spent

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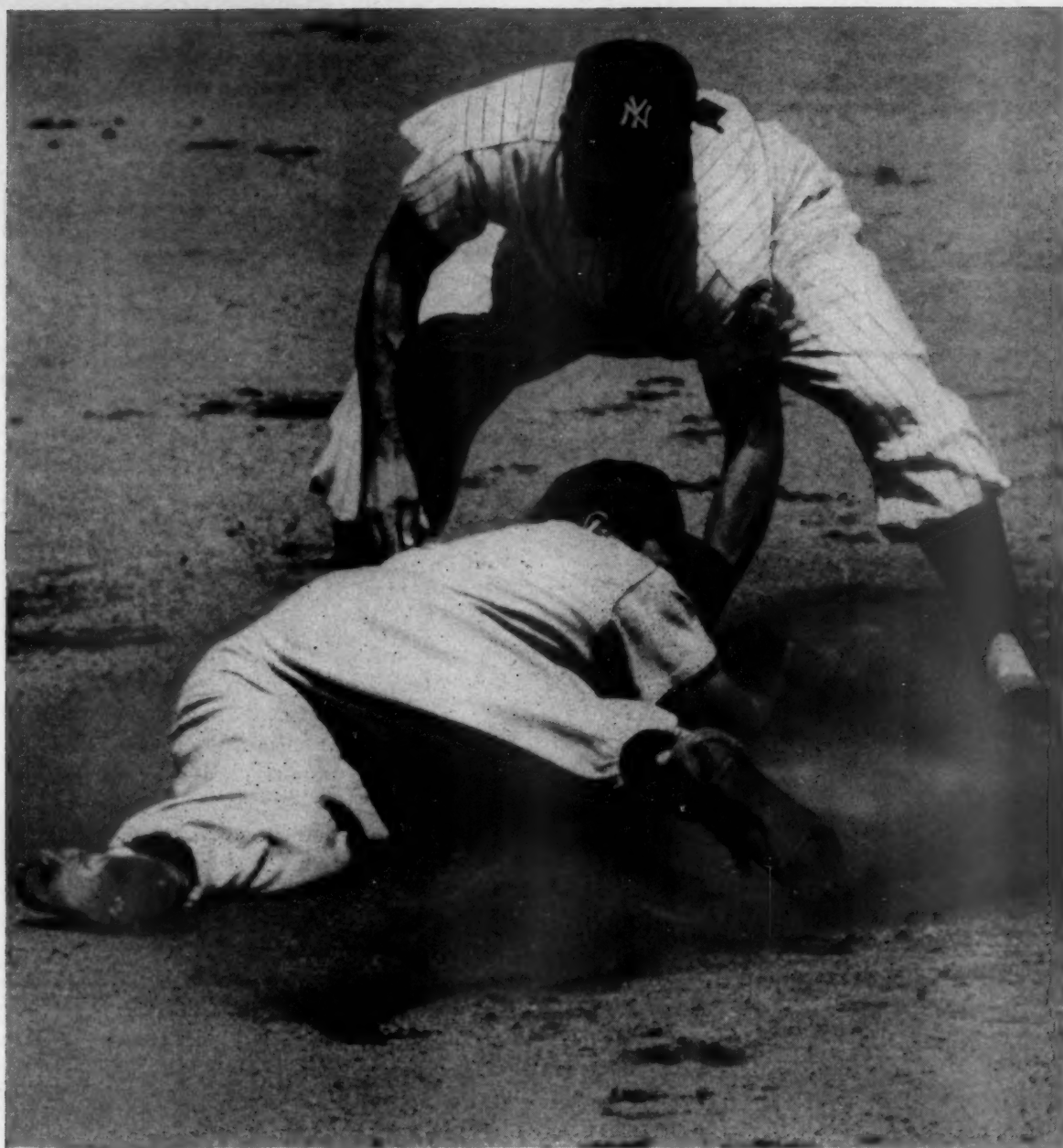
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Illustration 1 shows ideal execution of the standard pass. The exchange is from the right hand to the left hand, permitting the receiving runner to maintain maximum orientation. Notice the natural running attitudes.



The approved position of the receiver prior to executing the standard pass is shown in Illustration 2. Notice the readily seen target hand, and the natural backward reach of the left arm.

The Relay Exchange

By KENNETH D. MILLER

Track Coach, Florida State University, Tallahassee, Florida

Illustration 3. The all-important shift of the baton from the receiving hand to the carrying hand should be made habitually as soon as the exchange is completed.



directed—is, of course, the one who suffers most from this situation.

Last spring at the Georgia Senior AAU Track and Field Championships, the mile relay was won by the Florida State University team in the respectable time of 3:22.4. Nothing about this mark is startling or especially noteworthy except for the fact that it represents a :50.6 average effort from four men, only one of whom had ever approached that time previously. Of the other three team members, only one was actually a trained quarter-miler, and he had been hampered throughout the season by a pulled muscle to the extent that he had placed in but two of six dual meet 440-yard races. The other two participants were both sprinters, and one of these had a background of only one quarter-mile for time previous to this meet.

Another significant fact in connection with this particular race is that one of the opposing relay teams had qualified three men (including the eventual winner) in the 440-yard final earlier that day, while the Florida State squad had failed to qualify any of their runners for this

The effective sprint pass is a non-visual exchange in which the passer places the baton in the receiver's hand during a normal forward and upward swing of his right arm (Illustration 4).



final. In other words, in winning the relay, Florida State defeated a team of better quarter-milers.

The improvement in performance of the Florida State men in this race, of course, was due to several complex factors, perhaps largely emotional. Superior technique in the exchange zone, however, was the tangible key to their success, and it is sincerely believed that the style used by this group can cut actual seconds from the time of any mile relay team's best mark.

The purpose of this article is to consider certain intrinsic skills in baton handling, in connection with both the visual and the non-visual passes, that have proven highly effective at Florida State.

Fundamental Principles

The basic concept upon which efficient baton handling must be founded is that of naturalness. Since the primary objective in the relay events is to run a race, a secondary motor skill—which must be performed as an increment to, and without detracting from, the major purpose—should prove effective to the degree that the best running position is maintained during its execution. Many of the popular styles ignore this seemingly rather apparent observation, and awkward, slow passes are commonplace in most relay events.

A subordinate maxim is that the exchange techniques must be practiced repeatedly. Too many coaches fail to budget available practice time in such a way that daily, season-long drills on relay passing are scheduled. Repetitive effort is essential in cutting important seconds from the time consumed in each exchange zone.

The Standard Pass

The most important single style, since it is adaptable to all flat races, is termed the standard pass. It is a form that is especially recommended for any relay exchange in which the incoming athlete runs more than 220 yards, and is widely utilized by experienced coaches in this circumstance.

As with most teams, this exchange is considered basic at Florida State. The technique as employed at Florida State, however, varies somewhat radically from that commonly used by other teams. The major variation, believed to be a primary factor in reducing time in the exchange, is that the baton is received in the left hand (Illustration 1). Of course, this is a reversal of the form almost universally

KENNETH MILLER graduated from Oregon and then assisted at his alma mater for one year. Following a successful period in California high schools, Miller served in the navy as an aviator. After the war he was track coach and assistant basketball coach at Lock Haven (Pa.) Teachers College. He is now in his fifth season at Florida State.

used by relay teams in outdoor races, and is the essence of the recommended natural style.

In the performance of the standard pass, the receiving runner takes a position at the rear of the exchange zone, and in the outside half of the lane. The toe of his left shoe is placed about three inches behind and slightly to the left of the heel of his right shoe, and the athlete rotates on the balls of both feet approximately 45 degrees toward the *inside* of the track. From this position, which should be one of comfortable readiness, the runner reaches back with his left arm as if he were offering to shake hands, and turns the palm upward to provide a maximum target for the baton (Illustration 2). The athlete is now in a position from which he can observe readily the condition of his teammate, and other strategically important aspects of the race, yet still maintain his orientation with respect to the inner curbing and the path he plans to run. The important consideration in this regard is that the waiting man *does not turn his back*



Illustration 5 shows the approved hand position for the receiver in the sprint pass. Notice the V-shaped pocket formed by the thumb and fingers, the clearance of the target hand from the body, and the naturalness of the total body position.

on the *inside* of the track, and thus does not lose the all-important visual alignment with his running course. With the more commonly used procedure of passing from the left hand to the right hand, even the most adroit runners lose precious fractions of seconds in making the mental adjustment necessary in shifting their attention forward after receiving the baton.

Presupposing adequate skill on the part of both men involved in a standard pass, the receiving runner is the one who must assume the major responsibility for its successful execution. This is a rather obvious observation, since at the exchange the incoming man is performing in an all-out endeavor, and should be near the limit of his endurance. In this condition he is not likely to be able to undertake any particular responsibility beyond that of maintaining his effort until the pass has been completed. The receiving athlete decides on the strategy to use, and becomes accountable for the judgments he makes.

Whatever determinations the receiving man may make in regard to the pass, his chief concern is to be sure that the exchange is completed, and that it takes place between the zone limits. Within the framework of this responsibility, the 20 yards of the area can be advantageously used by the alert, well-coached receiver.

Normally, this man's decisions will depend directly upon the physical condition of the runner from whom he is to receive the baton. If the incoming man is finishing strong and fast, the receiver should time his start in such a manner that the actual exchange will take place in the second half of the zone. On the other hand, if the approaching athlete is in a weakened state, the receiver should plan his start so that the baton is passed in the front half of the exchange area. The logical principle in operation in these suggestions is that the team should always take advantage of a man who is running well by letting him run more than his normal lap distance, and reduce the liability of the man finishing poorly by cutting down on the distance he runs.

In the increasingly popular big relay meets, where many teams are often entered in each race, jam-ups are common occurrences in the exchange zones. A profitable stratagem in situations of this nature is for the receiver to time the exchange so that it takes place in the last part of the zone, thus avoiding to a large extent

(Continued on page 60)

Run Those Bases

By **WARD L. MYERS**

Coach Muncy, Pennsylvania, High School

If you are a high school baseball coach with plenty of power hitters and a bevy of no-hit pitchers you may skip this article or file it away for a tougher season. But if you are like most of us, with a couple of good hitters and average pitching, you may find just what you need to win games against teams with superior players.

Every coach knows the agony of watching a promising rally fizzle out with runners standing helpless on bases; or the hopeless feeling he gets when a superior pitcher mows down the tail end of his batting order with monotonous regularity. We drill, drill, drill on infield play and spend as much time on batting practice as we dare, but how much time is spent on the art of getting those precious runners from first to third? Very little. This article intends to point out how attention to aggressive base-running can pay dividends and win games.

First of all, aggressive base-running is an attitude which must be caught by every player on the squad, not by just a few fast men. It starts the moment a batter steps into the batter's box. By pressing for every advantage, many a high school game may be broken wide-open even when base hits are few and far between.

On every running situation—a hit, a fly ball, an easy bounder to the box or a dropped third strike, the runner must take off for first at full speed. All of us have seen games where a hurried pitcher or catcher cut loose with a bad throw to first base and the runner wound up standing safely on second. The runner must run everything out if he wants the breaks.

Right from the start, the high school coach must realize that his opposition is not of major league caliber. Chances may be taken safely in high school ball which would be suicide in the big leagues. For example, watch the opposing catcher. Is he able to throw a perfect peg to second base? Chances are, under actual game conditions, about one out of every four of his throws will be perfect. If your team sends a runner down every time, your stealing percentage is .750 which is not bad for stealing second. Besides, some of the throws will get away for an extra base, not to mention the demoralizing effect on the opposition.

On every clean single or fly ball to the outfield, have the base-runner round first and feint toward second. If the outfielder makes a momentary fumble there will probably be time to get safely to second base. Remember again, those high school outfielders are seldom able to throw perfect strikes to the bases, especially when they are hurried. A throw which is as much as five feet to either side of the base will often enable a headsup runner to take the extra base.

Most high school pitchers are less effective with active runners on any base. Young pitchers usually have their hands full throwing the ball properly to the plate without keeping an eye on a threatening base-runner. Some pitchers develop a fairly good motion in throwing to first base to hold a runner, but often are weak with men on second or third.

Probably the most important single point in running the bases is knowing how to get a maximum safe lead. Max Carey, the old time base-stealing champion of the Pittsburgh Pirates, developed this skill of taking a lead to a point where he was able to steal fifty-six bases in one season out of a total of fifty-eight tries.

Carey's method was a combination of alertness, perfect timing, and speed. He stayed close to the base until the pitcher was in position and there was no chance for a pick-off from outside the pitcher's box. With the pitcher in position, he would back away gradually from the base. In this position, he could watch the baseman and pitcher and was ready to go back quickly without turning. When forced back, he hooked the corner of the base with his right toe, thus offering a very small target area. The moment the pitcher looked toward the batter and started his throw, Carey would swing his left foot past his right with a cross step and was off straight down the

WARD MYERS broke into semi-pro baseball at the age of sixteen. Following graduation from Penn State, he began twenty years of coaching and officiating in high school athletics. Myers is a popular sports fiction writer for boys' magazines.

base path. His slide was toward the outfield on any throw coming from the infield and on the infield side for extra base hits.

High school coaches can teach these techniques. They may be made part of a fifteen minute daily drill where all members of the squad run bases with only a pitcher, catcher, and the needed basemen in the field. Sliding right and left should be taught first in a sawdust pit. High school equipment should include sliding pads. These are not as bulky as is generally supposed and will greatly improve confidence in the success of a slide. Besides, they will prevent painful "strawberries" or slide burns. A fair substitute for sliding pads may be provided by folding two small bath towels over an extra belt under the uniform. The towels hang loosely down the sides of the baseball pants and provide an extra surface between the pants and the skin to take up the friction.

Stealing third base is not attempted often enough in high school baseball. With the second baseman and the shortstop in normal positions, the base-runner may often get a big lead, as long as the nearest baseman, toward third. If he breaks fast on the pitch he may often make third more easily than second and a bad throw from the catcher is almost sure to allow the runner to score. It is a chance well worth taking, especially with a weak man at bat and one or two out.

Stealing home is usually reserved for fast, experienced players who can time the break perfectly and who can slide well. On every pitch at every base, however, the runner should break toward the next base for a few steps, because if the catcher drops the ball, the alert runner has a chance to advance safely.

These are the techniques which distract the opposition and win games. They are few in number, not difficult to master, and they may be extremely effective in high school baseball.

1. Develop an attitude of aggressive base-running.
2. Run every play out.
3. Round each base ready to start for the next on outfield balls.
4. Learn to get a maximum safe lead.
5. Time your break by watching the pitcher.
6. Slide right or left, depending on the direction of the throw.
7. Wear sliding pads.
8. Get a long lead and steal third.

(Continued on page 44)

Principles of Track Coaching

By ROLLAND J. LANGERMAN

Track Coach, Walled Lake, Michigan, High School

In order for a coach to be successful, more than knowledge of a sport is required. Knowledge coupled with his ability to organize, to teach, and to inspire will often raise a coach from a level of mediocrity to one of greater success. In track, because of the absence of a game situation, it is even more important that these abilities be mastered by the coach if he expects to interest and retain a large number of boys on his team.

Boys have a tendency to lose interest in track more rapidly than in other sports such as football or basketball where a game situation is always present. It is for this reason that the track coach must be alert to coaching methods which will induce boys to remain out for the team. He must be skillful in utilizing these principles, for in most instances it is the younger boys who will want to quit, and it is upon this group that the track coach must depend for his future teams.

The purpose of this article is to present ten basic principles of track coaching which we believe will prove helpful to the aspiring coach. They are based on the theory that the larger the turnout and the greater the staying power, the more successful the team will be.

1. *Give instruction to all boys.* This would only seem to be the natural thing to do, but too often the coach will devote most of his time to his best men or stars, while the apparently less talented individuals must learn for themselves. This type of coaching will undoubtedly produce a few excellent track men who will make the team look good in large meets. The fallacy behind this theory is, however, that a great deal of balance is lost to the squad because of lack of instruction to boys, who with a little more coaching, might have produced many second and third places for the team. Furthermore, many discouraged boys will quit the squad. This is even more tragic because some of these boys one day would become outstanding track men had they been given further training. To fail to give instruction to the boy who is awkward and unco-ordinated is unwise for it may be this boy who, with a year or two more of growth and training, will become the star. Equal instruc-

tion for all boys will insure a balanced squad in the present as well as a good squad in the future.

2. *Give special encouragement to those boys who are not placing in meets by emphasizing to them that they should concentrate on improving their efforts.* Unfortunately, too many boys want to quit unless they can be successful right from the start. Normally, most of these boys are the track teams of the future, and something must be done to keep them interested. Since this group is comprised largely of sophomores and freshmen, these boys should be made to recognize that they are not as mature or as well-coached as some of the older boys and, therefore, should not expect to turn in performances equal to the more experienced runners. By having the freshmen and sophomores concentrate on improving their own performances, they will be successful, and this in turn will encourage them to train harder and to remain out for the team.

3. *Utilize captains and lettermen as assistant coaches.* More times than not in high schools, only one man is designated to handle the track squad. This is quite a burden when one considers that there are from twelve to fourteen events in a meet. When this situation arises, the captains and returning lettermen should be utilized as much as possible as assistant coaches. They can be particularly effective as coaches for those boys who are out for track for the first time as this group will look eagerly to these experienced runners for assistance. The accompanying illustration shows a letterman being used as an assistant coach to demonstrate some basic fundamentals of hurdling. To use these boys advantageously as assistant coaches takes careful planning, and

it is essential that they receive some limited instruction in what to do and in what not to do as far as the psychology of coaching is concerned. Every effort should be made to obtain another regular coach as an assistant. Even with two regular coaches, lettermen can still be used profitably.

4. *Endeavor to have the coaching staff show enthusiasm and interest.* Lack of enthusiasm or interest shown by anyone on the coaching staff will carry over very easily to the athletes themselves. An indifferent attitude of this nature will affect their performances adversely. In addition, it will create poor team spirit. Too frequently, schools will permit men to handle track who have very little interest in it. It is a wise coach who endeavors to prevent this poor attitude from prevailing on his coaching staff, which includes lettermen when they are used as assistant coaches.

5. *Carefully plan each practice.* It seems only natural that each practice should be carefully organized in advance, yet many coaches will start their practices with nothing definite in mind. What is to be accomplished in each event and the amount of time to be spent on it should be planned in detail. A well-planned practice schedule aims to keep as many boys as possible busy working out continuously. In many instances boys can practice by themselves without direct supervision of a coach. Whatever the number of assistants, the head coach should organize the practices so he gets around to each boy at least once every other day. Although the process of planning a practice schedule carefully is tedious, it is a vital aspect of track coaching which the aspiring coach cannot overlook.

6. *Be thorough in coaching.* To do a thorough job of coaching requires two things. First, a full knowledge of track and field is necessary, and second, this knowledge must be organized in a manner so that detailed information about each event is being furnished to the necessary individuals. A valuable asset to the coach is a notebook containing information about each event as he wishes it coached.

Devices which aid in producing a thorough job include holding meetings to discuss simple, helpful scientific knowledge about each event and

ROLLAND LANGERMAN graduated from Michigan Normal where he competed in basketball and track for three years. After receiving his master's degree at Michigan, he began his coaching career at Walled Lake, where his track teams have been strong contenders in the conference and regional meets.

to develop a full understanding of the rules. It is, for example, inexcusable to have a shot putter disqualified for throwing the shot instead of putting it, simply because he has not been properly coached, or for a pole vaulter to be eliminated because he does not know what constitutes a jump. Being thorough means, as well, that each athlete should be studied individually to determine his mistakes and then be given coaching to eliminate them.

In brief, the coach should endeavor to impart every bit of his knowledge to the athlete. Besides producing better track men this practice will also furnish better qualified boys to help as assistant coaches.

7. *Make certain each athlete fully understands that he is expected to do his best each time he competes.* One of the best methods to use in bringing this about is to insist that track is a team sport and not an individual sport. There is no question that track is more individualistic than many of the other sports, but the fact that the points won by each runner are totaled to determine the team score warrants labeling track a team sport. This approach aids considerably in bringing out the best in each competitor. Laziness or indifference on the part of any team member should not be permitted regardless of whether he is way ahead or way behind in an event. Through team meetings, by talking with boys individually, and by praising boys for doing their best even though they did not place, a good team spirit can be developed. Do not permit an indifferent attitude in practices as this will carry over into actual competition.

8. *Permit as many boys as possible to compete.* For each meet the track coach should allow as many men as possible to compete. This is particularly true of dual meets where normally there are no limitations regarding the number of entries. Even in large sectional meets and relay carnivals, the coach should enter as many boys as are permitted. Often only the stars are allowed to run in the big meets. This is a grave error for many other boys will lose interest and quit the team. The real enjoyment of track comes in competition with other schools. The old saying, "all work and no play makes Jack a dull boy," certainly is appropriate here, for those boys who have little opportunity to participate in meets and have fun may drop from the squad.

Organizing a good schedule is of vital importance. In addition to several dual meets, it is wise to plan on

attending a few large invitational meets or relay carnivals and several sectional meets. It is believed, as well, that several reserve meets should be included. These meets appeal very strongly to those athletes who have not been placing in the regular varsity meets. It is always in this group that most of the drop-outs occur, but the added attraction will encourage many to remain on the team and some day, perhaps, they will become good track men.

Publicize the Track Team

9. *Direct considerable effort towards publicizing the track team.* Although this subject is an article in itself, several of the more important considerations will be mentioned briefly. The coach should devote considerable time and effort towards utilizing every means possible to publicize his team and track in general. Each meet, including reserve meets, should be written up for the newspapers, with pictures to accompany the article whenever feasible. It is wise to maintain school and meet records since they will provide additional incentives to the track men. A plaque, with the school records printed on it, should be hung in a convenient spot such as the trophy case or gymnasium.

Throughout the school year all newspaper clippings and pictures about track or cross country which are placed on the bulletin board will add interest. It is well to make up a chart which will show the best mark of each boy for each year he has been out for track. This chart encourages boys to improve on their best efforts. A scrapbook of the team's record and a track party or banquet at the end of the year are helpful. These are just a few of the motivating devices which may be utilized to inspire the athletes. A little imagination on the part of the coach will enable him to originate some worthwhile ideas of his own.

Another important factor in publicity is developing school and com-

munity interest. This is no easy task since track lacks the spectator appeal of other sports. However, some things can be done to overcome this situation. A few of the ideas mentioned will stimulate school interest, but in addition, a track assembly to demonstrate various events and to explain the rules and regulations will prove beneficial. One of the best ways to promote community interest is to hold home meets at a time when the parents can attend. A lighted track for night meets is the ideal arrangement, but if lights are not available, a twilight meet beginning at a time which will allow the meet to be completed before dark will bring out many parents and other townspeople as well as students.

10. *Endeavor to maintain track on a level with other sports.* Too many schools consider track of small importance, and consequently, it takes a back seat to other sports. Regardless, the track coach should endeavor to sell his sport to the students, faculty members, administrative staff, and the community. Whereas other sports have a tendency to sell themselves, track does not do so. It is no easy task to promote track when the budget is small and a cinder running track is not available.

There are several specific things which may be done to remedy this situation. First, by talking with the administrators and explaining the values of a good track program, strive to obtain a satisfactory budget. Second, if no cinder running track is present, mark out a quarter-mile track on the athletic field. Third, by all means, even if there is no cinder track, run off some meets at home to develop community interest. Fourth, plan each home meet carefully so it will run off in an organized and efficient manner. Fifth, increase spectator appeal by utilizing a public address system for home meets. Sixth, strive to obtain regulation equipment and then keep it in repair. And finally, make the most of every opportunity to talk about track and express its merits.



Illustration 1 shows sure safe spotting on the horse. The harness arrangement buckles in the front, has two crossed straps passing over the shoulders and attached to the encircling belt. Where the straps cross in the back, a steel ring has been fastened to which the lunge rope may be snapped.

DUE to possible injuries to beginners who are learning gymnastic stunts, it is necessary for a coach to develop some definite procedures of safety that will keep accidents at a minimum and still allow the greatest number of students an opportunity to work and not spend their time hand-spotting one another.

When a coach has to develop gymnasts out of athletes who have never participated in gymnastics in their high school days, time and safety are prime factors throughout the season. Taking these factors into consideration, we developed the following aids for each piece of apparatus and tumbling.

Side Horse

We are certainly not averse to using a complete surrounding layer of two inch mats on the side horse. For the usual double and single leg work

Illustration 2. The harness hame straps form a double loop when buckled, and with one loop on the performer and one on the bar, serve as an excellent spotting device for giant swings and turns.



Safety Procedures In Gymnastics

By J. G. GEIER

Gymnastics Coach, University of Nebraska

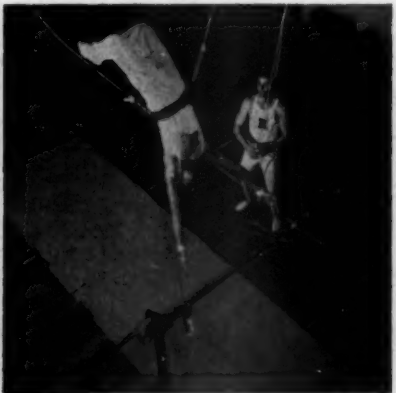
on the horse, the performer is normally in position at all times to make safe recoveries should he slip. With dismounts, we have found that a different situation prevails. Unless we have two men spotting the gymnast, he can, and sometimes does slip and fall in his efforts to complete a triple or quadruple rear dismount. To eliminate extra spotters and for greater safety we have developed a suspended lunge, (Illustration 1), that can do a masterful job of keeping the performer's head and feet in the proper position at all times. One spotter, holding the rope loosely in order not to interfere with the man's efforts can, with assurance, spot the performer regardless of the unusual positions he may try to assume in completing a quadruple dismount. The lunge also works well in spotting a man on the various difficult turns he may try on the horse.

The harness should be worn high, and due to its strap arrangements will not interfere with work. We have saved ourselves many nasty falls with this arrangement, and the time required to unbuckle and buckle on the harness is negligible.

Horizontal Bar

On the horizontal bar we have a minimum of one man spotting under

Illustration 3 shows the horizontal bar dismounts and in-bar work. The suspended lunge is attached to the ceiling two feet in front of the bar in order to give the proper spotting angle.



the bar regardless of the type of work that is going on. In teaching beginners giant swings we have found no substitute for the arrangement of two hame straps, (Illustration 2), placed on the bar in such a way that they will rotate with the performer. The man places his hands through the hame straps from the inside to the outside, then puts both hands on the bar inside the straps. This arrangement gives a half twist to the straps, when and if the performer's hands slip loose from the bar because of faulty control of his momentum, the straps grab his wrists and hold him in an upright position.

Once the gymnast has mastered forward and reverse giants with the straps, the transition to giant swings without straps is easy just by removing them one at a time. We allow the performer to select the strap he wishes to remove first. These straps serve another purpose. After forward and reverse giants have been learned, the performer is ready to try turns on top of the bar. If he wants to do a turn from reverse giants into forward giants and wants to turn to the right, we put one strap on his right wrist. He then can try his turn. Should he miss his turn, the one strap will prevent a bad fall and keep the man in physical shape for continued work. All this time at least one and pre-

A suspended lunge should be used for spotting back and front somersaults and dismounts (Illustration 4). Ropes are kept in front of the arms on back saults and behind the arms for front saults.



GRADUATING from Nebraska in 1941 after lettering for three years in gymnastics, J. G. Geier entered the service. After the war he coached gymnastics at Beatrice, Nebraska, High School for one year, winning the state championship that year. From 1947 to 1949 Geier was assistant at both Nebraska and Michigan, becoming head gymnastics coach at Nebraska in 1949. Last season his team won the All-College Invitational Gymnastic Meet held at Greeley, Colorado.

ferably two spotters are necessary under the bar to stop or slow down faulty swings.

For dismounts from the horizontal bar, we use a suspended lunger (Illustration 3). The lunger is attached to the ceiling 24 inches in front of the bar. This angle is necessary to pull the man away from the bar if he hangs on too long on a flyaway; it is also in good position to let the man have a full fly on a dismount if he lets go soon enough. One qualified spotter on the ropes is all that is necessary. If the performer wants to do one or two giant swings before his flyaway, we merely wrap the ropes around the bar a sufficient number of times to allow for his swings and out he comes on his dismount. The twisting belt is substituted for the leather belt when a man wants to do a back uprise with a full twist catch. On the bar vault, we use the twisting belt and keep the ropes outside the hands. A wide pulley arrangement keeps the ropes from interfering with the performer and allows for free arm and hand action on the bar. When

Illustration 5. For spotting ring work other than dismounts, lunger pulleys are fastened to the steel beam between the ring attachments. The lunger ropes and the belt then travel with the rings.



the performer has mastered the dismount with the belt, the belt is removed and four hand spotters are used. Two spotters stand on each side of the dismount area. The two men near the bar keep the performer from going over too far and falling to his back. The two spotters away from the bar keep the man from dismounting and falling on his face.

Parallel Bars

In teaching stunts on the parallel bars, the stunts should be analyzed closely for danger elements. Such skills as the front and back somersaults on the parallel bars require the use of spotting aids. This also holds true for the back and front somersault dismounts.

In spotting a man for a back somersault on the bars, we use a suspended lunger. The performer jumps to a cross support with the lunger ropes in front of his body; then he swings into a handstand with the ropes of the lunger in front of his shoulders. The ropes now run from his waist, inside his arms, around his shoulders, and up to the ceiling. As the performer swings his body down and then up for his "flip," (Illustration 4), the spotter takes up the slack and then holds firm as the performer turns for his catch. This procedure certainly eliminates the strained wrists and fingers that come from faulty hand catches, and allows the performer to learn how to get the height necessary to execute this stunt.

Once a man has mastered the back somersault, he is ready for the back somersault dismount. The initial position of the ropes and the performer is the same as described. After the performer is in the handstand posi-

For dismounts off the rings, the spotter must be in a position to take up slack rapidly and then, with a firm grip, give rope with the weight of the performer (Illustration 6).



In Illustration 8, the spotter grips the rope in such a position that tension is on the performer at the crucial point of descent, that is, just prior to the performer's contact with the bed. The spotter may then give rope or hold firm according to the performer's body position.

tion, the spotter holds one rope in each hand. One hand grips one rope waist high, the other hand grips the second rope above the head. As the performer goes for the dismount, the spotter moves backward and pulls down on both ropes, and then gives with the weight of the performer so both hands eventually come together about chest high. Having a high grip on one rope insures pulling the man off to the side of the parallel bars for his dismount. The spotter should be sure he has a high grip on the rope which will pull the performer off to the side on which he wishes to dismount.

Flying Rings

On the flying rings, we make use of two different sets of suspended (Continued on page 40)

Illustration 7 shows thick cotton spotting rope with enlarged hand grip area which insures the most successful spotting with the hand lunger. Two spotters who are able to move rapidly with the tumbler are necessary.



Coaching Signals in Baseball

By EDWARD E. RUZICKA

Baseball Coach, Steinmetz High School, Chicago, Illinois

A train was just pulling out of a mountain pass in the Canadian Rockies. The engineer, always alert in this dangerous territory, looked out of the window and saw a red light on the tracks. It was a signal which meant stop and he immediately adjusted the brakes and came to a halt. He was given ample time to see the danger and by acting promptly saved many lives. In the game, or shall we say the great American game of baseball, we have many situations which are comparable to train signals and, although they are not as serious, nevertheless they must be heeded. However, when signals or signs are given it is sensible to obey them. Serious accidents have resulted because a baseball player misinterpreted a sign.

In baseball there are so many ways of giving signs or signals that at first they may seem confusing, but to anyone who has played or followed the game they are not mysterious. The simple signals are, no doubt, the best for youngsters, while the professionals must use signs that are not easy to steal. We may all go back to our boyhood days when most of the signaling was done by calling hit, run, hold it, and slide. But, like most of our games that are becoming specialized, baseball signals also have improved to a great degree.

Let us then begin with the battery, the pitcher and the catcher, where signals are given on every pitch. Most managers know it is very important to have the nucleus of a good pitching staff, plus an able catcher, to win in any league. The catcher is a very important cog when it comes to giving signs. He usually gives signals by manipulating his fingers, glove, mask, or body. Needless to say, the responsibility is great. Since he has a good knowledge of the batter's weaknesses, the catcher calls for certain pitches that may baffle the batter. A curve ball, fast ball, or change-up may be called.

The opposition is always on the alert to steal the signs so they in turn can pass them on to their hitters, and many a batter would like to know what the pitcher is going to serve. If the pitcher is being hit too often and has an idea that his opponents have a good knowledge of what he is throw-

ing then he and the catcher will use some other method of signaling. The manager may give them signals from the bench simply by looking toward third for a fast ball and toward first for a curve. However, the catcher continues to use his fingers to make it appear as if he is still giving the signs.

It is customary to alert the infielders as to what kind of a pitch is being thrown so that they may play the hitters accordingly. Either the shortstop or the second baseman may tip off the outfielders as to what pitch is being thrown by manipulating their arms or hands. An inside pitch would mean to watch the left side of the diamond, while a fast ball on the outside would, in most cases, be hit to right field. This theory would usually work out with a right-

EDDWARD RUZICKA has had a long and successful coaching career in Chicago high schools. Following graduation from Michigan in 1922, he entered the Chicago school system. In 1937 he inaugurated baseball at Steinmetz and proceeded to take his teams into the city play-offs in all but four of the years since.

handed pitcher throwing to right-handed batters. Presumably it would be the opposite for left-handed hitters.

Because night baseball is more popular with the public it is more difficult to see some of the signals in poorly lighted parks. In some games when a rookie is catching and a veteran is pitching, the pitcher may give the signals. The pitcher may hold the ball momentarily in his gloved hand for a fast ball and transfer it quickly to his pitching hand for a curve. He may also step to one side of the mound for a fast ball and to the other side for a curve. We have all heard how a pitcher telegraphed his curve by taking a firm hold on the ball, but the batters had little or no success in hitting him. The man in question was one of the greatest pitchers of all time, Grover Cleveland Alexander.

Signals on the Base Paths

During the last ten years base stealing has dropped noticeably. There may be several reasons for this drop. Catchers may have better arms and be throwing more accurately, there may be slower men on the base paths, and the pitchers may be craftier in holding runners closer to the bag. No matter what the reasons are, signals are still being flashed to base-runners to put them in position to score the winning run. Base stealing is very important and necessary for the offense in the production of runs, and here again, the signal to advance a runner by stealing a base is placed in the hands of the coach.

With men on bases, the coach may use many methods in giving the steal sign. He may fold his arms, touch his cap or belt, place his hand in his pocket, or clap his hands, look in a certain direction, or use his voice. The signal may come from the coaches on the baselines or from someone in the dugout. It may be flashed from the next hitter who is kneeling in the batter's box or even from the bat boy who can be very useful to a team in this regard. Because he is always near the manager and the bat rack the bat boy, by using certain positions, can do almost anything a coach can do. It is important to hide signals but it is also important to have good men to carry them out on the base paths.

Pitchers, as a rule, are not good base stealers and are not given the sign to advance very often. Their job is to keep the other team from scoring and let their own teammates do the running. Stealing third or home, in many cases, may originate in the base-runner's mind and on these occasions no signal is necessary. A runner may be on second base, while at the same time a rookie may be on the mound. With a good lead and with the help of the batter the runner is off for third, stealing third base without even drawing a throw from the catcher. Base-runners on third use the same method, the only difference is that they jockey up and down the baseline a few times studying the pitcher's windup.

Nearly all managers have a "take" sign. This sign is nothing more than informing the batter to swing and

(Continued on page 57)

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Desirable Athletic Competition for Children

UNDOUBTEDLY, one of the most controversial subjects to come before athletic administrators in some time is the question of athletic competition for children. The question was brought to a head when the "Report of the Joint Committee on Elementary Competition for Children of Elementary and Junior High School" was issued recently.

Basically, the report is something on which we all agree. The safety factors as outlined are nothing new, with the exception of the recommendation against county, district, state, and national tournaments. The psychiatrists, psychologists, and experts in child growth and development basically applauded the value of athletic competition, although they felt that highly organized competition aggravated the detrimental factors of competition without providing compensating advantages.

The growth of the Little League, Biddy Basketball, etc., have not been due entirely to the promotional efforts behind them. In fact, we think the growth was due to the fact that the promotional seeds fell on fertile ground. In other words, the younger boys wanted some type of athletic endeavor.

In short, as we read the report, it seemed to be a bunch of sour grapes. We gained the impression that the schools had done little in the way of after-school activities for the youth, and when outside organizations organized activities to get the youth off the streets they mushroomed with popularity. Now, the school administrators are covering up their own inadequacy by condemning the program because of the somewhat doubtful effects on the

mental and physical development of children. A comment from a state director of health, physical education and recreation seemed to sum up the entire objection to out-of-school programs when he said, "some recreation programs competing with schools for the youngsters time."

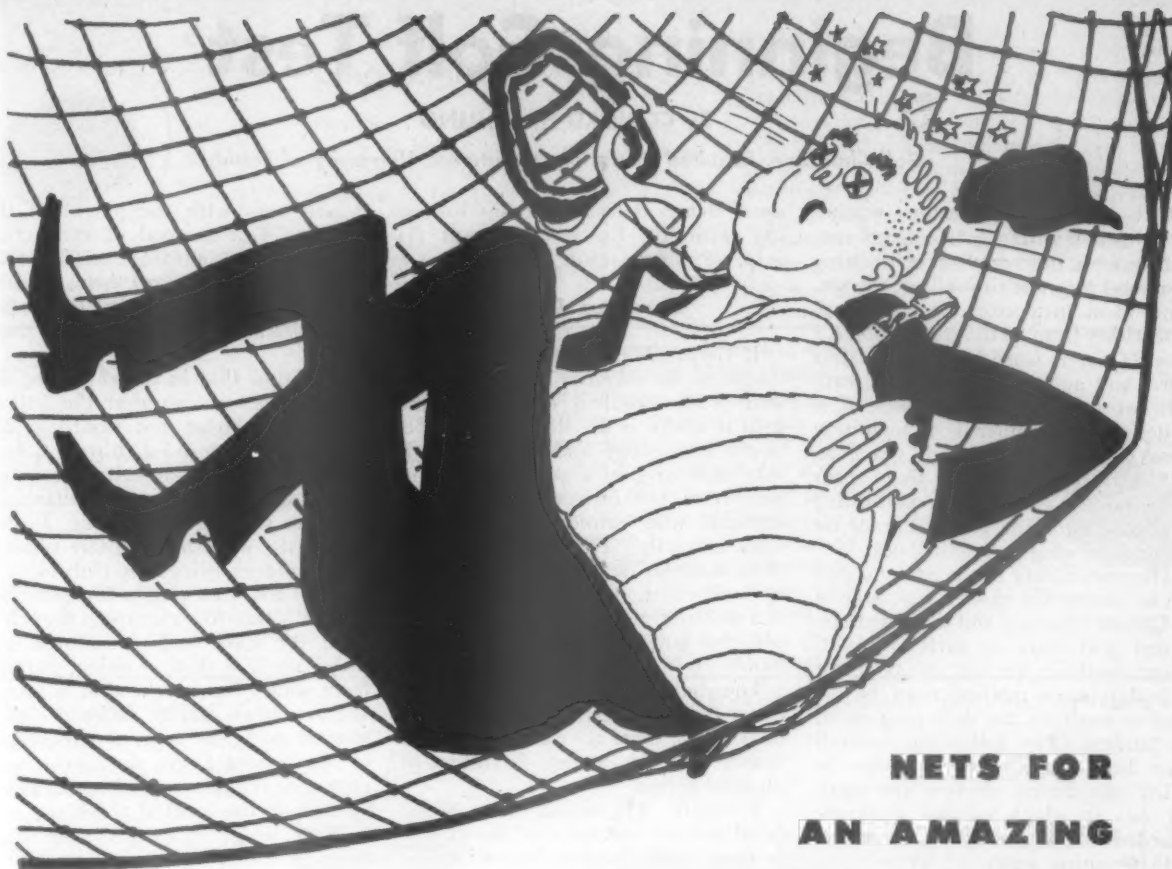
In the report, reference is made continually to the fact that "competition (should be avoided) in which a selected few players are given a large and disproportionate share of the facilities and of the time and attention of staff members, with the resultant neglect of a large number of children." There is certainly a conflict of ideas between the report and the view expressed in the paragraph above. The two views seem to say, we will not have athletic competition because it would limit the facilities and personnel we can devote to all the children—but we don't want any other organizations competing for the youngsters time.

There is one fallacy which exists in the argument, that in a varsity program the facilities and teaching personnel are restricted to a special few. This fallacy is that it is assumed everyone is interested in athletics. Every student is no more interested in athletics than is every child interested in music or drama. There will be a certain percentage of students who will monopolize the time of the band instructor or the singing teacher and the practice facilities used in the music department just as certain boys who are interested in athletics will require the instruction of the coach and the use of the athletic facilities.

It will be noted that the report deals with athletic competition and its effect on elementary and junior high school students. The report was divided into several sections. The medical section carried results of a questionnaire mailed to different types of doctors. The summary showed: "an intramural or combination of intramural and invitational sports administration was recommended by a large majority of physicians in every group as the most satisfactory pattern of organization to meet the needs of this age group. A strong minority of physicians in most of the groups feel that certain sports under judicious administration and regulation could be conducted safely on an interschool basis, such as baseball, softball, volleyball, swimming, and gymnastics.

The medical profession approved of competition, and it will be noted that a strong minority approved of interscholastic competition. In the study of the psychological factors several of the "authorities pointed to beneficial possibilities of athletics but everyone referred to the necessity of 'controls,' 'intelligent handling' or some such qualification." Very frankly, as we read over the segments of quoted reports in the study of the psychological factors we could not find any preponderance of

(Continued on page 65)



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Beginning Golf Test

By CONRAD H. REHLING

Golf Chairman, Required Education Department, University of Florida

THE physical education teacher who is teaching golf is faced constantly with the problem of devising a method to grade the skill of the student. Most instructors have the task of teaching from 20 to 30 students in a class. If par is considered the perfect score, and golf courses are not available for instructional purposes, it is evident the beginner is a long way from making a very high grade in golf. At the present time, there seem to be no national norms established to give a beginning golfer a grade on the basis of what he might shoot.

The very nature of the game of golf can be considered its own test. Melvin A. Clevett reported and proposed empirical golf tests as early as 1931. Where facilities are not available for golf play, some method must be devised to evaluate the skill progress of the student. The following methods have been employed: (1) tests in which mechanical devices are used; (2) tests in which various shots are recorded for accuracy on a target; and (3) rating scales.

Many teaching authorities suggest that some type of rating procedure, added to a three or four hole score, be used to determine the skill grade of the golf student. Since part of the evaluation is based on the instructor's judgment, it is possible that most grades would not be objective and reliable.

For the past four years, the University of Florida golf program has been using a golf skill test. Having limited playing situations for classes under instruction, this test was devised to take care of the facility situation. Golf classes are scheduled two hours per week and each class averages 20 to 30 students. The method of instruction followed at the University of Florida is teaching golf from the green back to the tee. Rather than attempting to teach the beginner to use fourteen clubs in 30 lessons, only five club shots are used in the instruction procedure. Recognizing the mechanics of the golf swing are the same for all shots, and that the difference is only in the degree of the swing, we will describe what is done in the golf skill test.

At first, this test was evaluated on two major hypotheses; that all golf shots have two factors, *execution* and *result*. The word *execution* had to be

more clearly defined, and the following evolved. Execution meant (1) grip, (2) stance, and (3) swing.

Execution Phase

1. *Grip*. The overlapping grip is taught to the majority of the students. Our main problem concerning the grip is where is the dividing line between knowledge and skill? Does it take skill to grip a golf club? Term after term, our instructors find many students who cannot grip the golf club correctly. Then, is it because these students lack the mental capacity to learn it, or is it because there is a definite element of skill in gripping the golf club? Where to put the hands for the grip must be admitted as knowledge, but it is also a suggested factor that when placing the hands in position, there are elements of both ability and knowledge in terms of physical action.

2. *Stance*. The second factor in our definition of execution is the stance. Is there skill in assuming a stance? Most students at the University of Florida do learn the open, closed, and square stances. Learning the stance does not mean that the student learns the position of the ball in relation to the body. Since this is true, it is only logical to assume that the stance can be learned and it must be principally a knowledge question.

3. *Swing*. The third factor in execution is the swing and it is defined according to what particular shot is taught. We cannot say that there is a definite position for the club because

it will vary with the height of the students. Our method of instruction proceeds from putting, to the chip shot, pitch shot, short iron, and to the wood. It is evident that the length of the backswing will vary with these shots.

We know that in the chip shot the student does not go after the ball as he would a drive, nor would he hit a drive as he would a chip shot. It is evident that mechanically these two shots are the same, the only difference being in the degree of swing. In our skill tests, we can definitely observe if the student swings the club in view of what has been taught for each particular shot; for example, the chip shot. We have said this shot is approximately a quarter-swing, varying from what distance the shot is taken. We are aware of the difference of a quarter-swing because of the height of our students. We do know, however, that the quarter-swing will never go beyond the level of the hips.

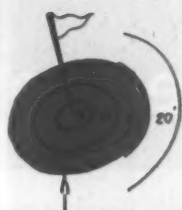
Then, we go on to define the other shots as follows: the pitch shot as a half-swing; the short iron as a three-quarter swing; and the wood as a full swing. In putting, the putter takes the appearance of a straight line, and cannot be said to have a distinct swing as do other shots. We know these swing classifications will vary with the many individual differences; however, the experienced golf instructor certainly can determine what degree of the swing is used.

For whatever particular shot is being taught, the swing is further defined. For example, in the full shot the arc is flatter, and more body pivot is used. It is logical, then, when defining in detail what the swing does on the chip shot, that the student certainly would not be using the full body pivot for his execution.

As in all sports, before a result can take place, there are preliminary preparations to be made. In golf, we know the grip, stance, and swing are made before the ball shows any result. The ball, being static, cannot act until the person is ready, set, and then hits it. It is self-evident to assume the execution of a golf shot is important. It is also true that the three factors—grip, stance, and swing—are more than just knowledge.

The second item in our skill test is
(Continued on page 63)

CONRAD REHLING graduated from Taylor University where he competed in basketball, track, cross country, and golf. He served under Paul Runyan in managing the navy golf course at Norfolk during the war. Following the war, Rehling received his master's degree from Springfield College. After a short period in Y.M.C.A. work he assumed his present position where in the course of four years he has taught the fundamentals of golf to over 3,000 students. Rehling is currently working on a text to be published by W. C. Brown & Company.



EDGE OF GREEN RESTRAINING LINE. BALL MUST CARRY OVER THE RESTRAINING LINE.

Chip Shot

Purpose. To determine the student's ability to hit within a 5 foot and 10 foot radius of the cup from a distance of 15 feet from the green.

Equipment and facilities. 1. One No. 5 iron. 2. Six golf balls. 3. A green with a cup in the center.

Procedure. The player stands anywhere around the green, as long as he remains 15 feet from the edge. The student may score 2 points for the result of each shot. If he hits the ball with a 5 foot radius of the cup, he gets 2 points. If he misses this area (5 feet) but is within 5 feet of it, he gets 1 point. Beyond this he gets no points. The player may score a possible 10 points on this test and should have a 5 score on this part for a passing average. At no time during the test will help be given the student.

Pitch Shot

Purpose. To determine the student's ability to hit within a 25 foot and a 30 foot radius of the cup from a distance of 25 yards from the green.

Equipment and facilities. 1. A No. 7 or No. 9 iron. 2. Six golf balls. 3. A green with a cup in the center. 4. Tape measure. 5. Lime.

Procedure. The student stands 25 yards from the edge of the green. Each shot has a possible 2 points. To score the 2 points the ball must come to rest within the 25 foot radius of the cup. To score 1 point the ball must come to a rest within a 30 foot radius. No credit is given for a shot that rolls all the way to either the 25 foot or 30 foot radius. The ball must have loft before credit can be given. The trap is used for a restraining line and the ball must carry over it before credit can be given. A possible 10 points can be scored on this test and the student should have a 5 score on this part for a passing average. At no time during the test will help be given the student.



Short Iron Shot

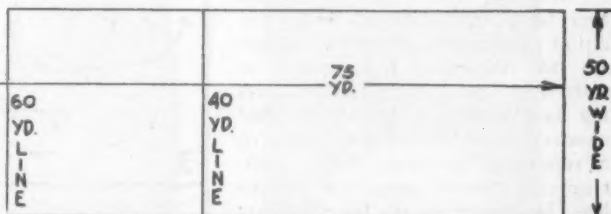
Facilities. 1. Tape measure. 2. Lime. 3. Area needed. 4. One green with a cup in the center.

Procedure. The student stands 75 yards from the edge of the green. Each shot has 2 possible points. Credit is given the student in this test on where the ball first hits the ground.

To gain 2 points the ball must carry 60 yards and remain in a 50 yard wide fairway. To gain 1 point the ball must carry 40 yards and remain in a 50 yard fairway. If the ball hits either one of the

Purpose. To determine the student's ability to hit the ball in the air 75 yards.

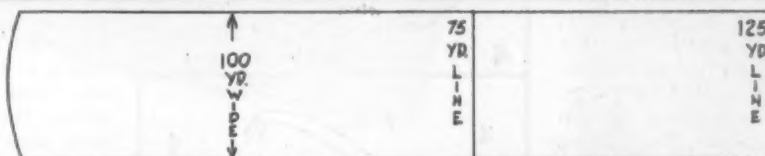
Equipment. One No. 7 or No. 9 iron. 2. Six golf balls.



designated restraining lines, credit will be given for the one it hits. No credit will be given if the ball carries out of bounds. The student can score a possi-

ble 10 points on this test and should have a 5 score on this part for a passing average. At no time during the test will help be given the student.

Wood Shot



Purpose. To determine the student's ability to hit the ball in the air 75 or 125 yards within a 100 yard wide fairway.

Equipment and facilities. 1. Driver. 2. Six golf balls. 3. Tape measure. 4. Area needed.

Procedure. The student can score a possible 2 points on each shot. To gain 2 points the student must hit the ball within the 100 yard wide fairway and hit it in the air 125 yards. To gain 1 point the student must stay inside a 100 yard wide fairway and hit the ball in the air 75 yards. If the ball hits either one of the designated restraining lines, credit will be given for the one it hits. No credit will be given if the ball carries out of bounds. At no time during the test will help be given the student.



Putting

Purpose. To determine the student's ability to putt the ball from a distance of 25 feet.

Equipment and facilities. 1. Six golf balls. 2. One putter. 3. Tape measure. 4. One green with a cup in the center.

Procedure. The student can score a possible 2 points for each shot. To gain 2 points he must hole out in two putts from a distance of 25 feet. To gain 1 point, the student must hole out in three putts from the 25 foot distance. The student can score a possible 10 points on this test and should have a 5 score on this part for a passing average. At no time during the test will help be given the student.

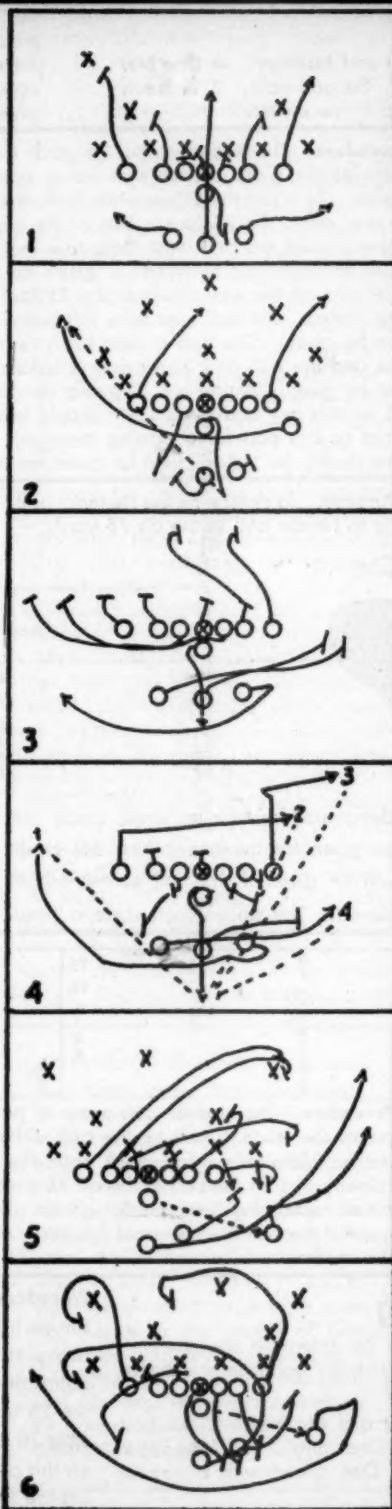
High School Football Offense

OUR annual review of high school football offense is the feature of which we are the most proud. In this review, we believe we are recording for future students of the game, the trends in offense. Compilation of a work of this nature is always a tremendous task. First, the selection of coaches to whom questionnaires are sent is worked out geographically within each state, in order to eliminate, as much as possible, the amount of duplication which would result if coaches within the same leagues or territory were reporting on the most effective plays they had seen during the past season. When the replies are received, the weeding out of duplicate plays is a task of major proportions. In spite of the effort involved, we feel that this feature is a real help to the high school football coaches. The endeavor would never be possible without the loyal help of some several hundred coaches who take the time and trouble to record the four most effective plays they have witnessed during the past season. We established the policy of not reporting the names of the coaches or the schools using the various plays. However, we do list the state and attempt to group the plays by formations.

The percentage of plays sent in during the past three years for the various offenses shows little if any change. Grouping all of the T formation plays together, whether they be tight T, split T, winged T, etc., we see that in 1950 these plays comprised 59.7 per cent of the total. In 1951 they were 60.8 per cent, and this year (season of 1952) 59.6 per cent. Single wing plays in 1950 amounted to 25.3 per cent of the total; in 1951, 17.4 per cent; and this spring 26.6 per cent. Grouping all of the other plays together under other formations, we find 14.9 per cent for the 1950 season; 21.7 per cent for the 1951 season; and 13.7 per cent for last fall. The trend toward T variations, such as wider use of the split T principles, and the winged T principles is, however, decidedly noticeable.

T Formation

In Arizona the fullback delay play, which is shown in Diagram 1, was



used very effectively in sequence with a pass play. The quarterback drops back and then hands off to the fullback driving over center. The sequence pass play may be either a quick jump pass or a back-up pass from the pocket. Diagram 2 shows another pass play, this one being sent in from Minnesota. The halfback sets on the flank, delays, and then goes around behind the line to take a short pass from the quarterback.

The plays shown in Diagrams 3 and 4 are sequence plays. In Diagram 3, the quarterback makes a reverse spin and fakes an end run to the right, with the fullback leading the interference. The right half takes a cross-over step, and turns back about a yard behind the path of the other two backs. The quarterback makes a fake to the left half, continues back, and hands off to the right half. After the hand-off, the quarterback fakes a pass. Both guards pull to lead the interference.

In the sequence pass play, shown in Diagram 4, the quarterback does the same as in the running play only, of course, faking to the right half, who continues to run the same pattern, opening up after passing the offensive end. He becomes the number one receiver, with the ends as alternate receivers, and the fullback as the safety valve.

One of the larger West Virginia high schools sets the right half out wide, as is shown in Diagram 5. The quarterback spins and pitches a long lateral to the halfback who veers inside, then cuts to the outside, and follows the left halfback. The fullback steps up to take the charging tackle, while the end hooks around to back track the defensive end when he changes direction. The weak side wheels and peels back to pick up their blocks.

The same school uses the come back play, shown in Diagram 6, from the same wide set position. The right half veers in and out and then reverses. The two tackles, quarterback, and right guard pull and drop back to afford the protection on the reverse. The left halfback drives forward to force the defensive tackle into the fullback, then circles behind the line to throw the key block on the end. This is a particularly effective play

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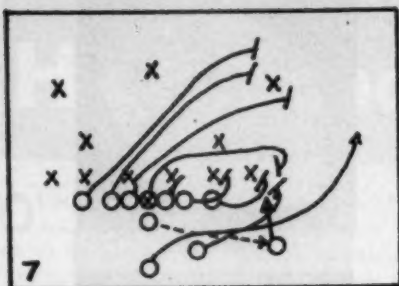
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SYSTEMATIC DESIGN



against ends who are taught to protect their territory when the play goes away from them.

Still another sequence play off the formation, which finds the right half set out wide, is the hand off to the fullback which is shown in Diagram 7. The right half takes the wide pitch-out, veers in, and hands to the left halfback. All three of these plays may be changed by switching the left halfback and fullback, depending upon the personnel.

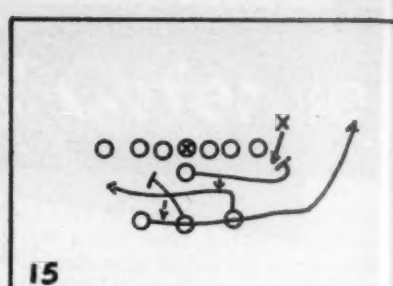
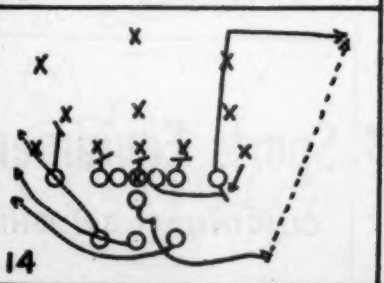
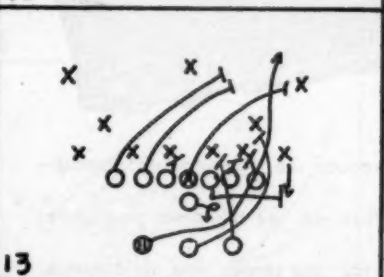
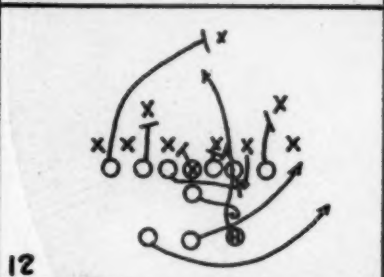
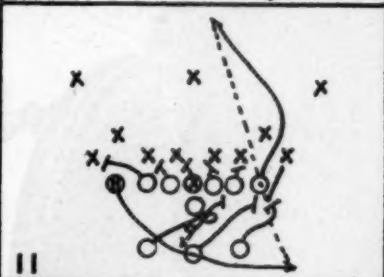
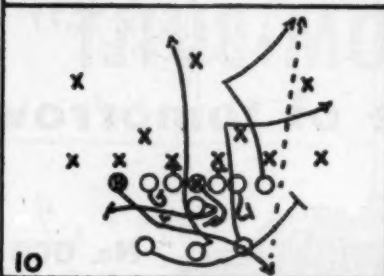
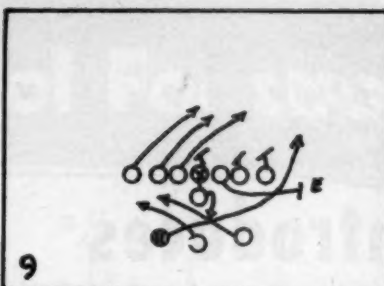
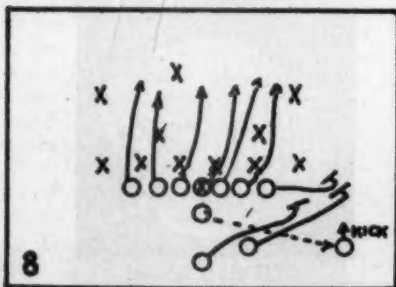
Diagram 8 shows the halfback set out in the same wide formation, the play being used for a quick kicking situation.

Diagram 9 shows the famous T formation crossfire play, with the guard pulling and blocking on the end.

The end round pass play, shown in Diagram 10, scored eight touchdowns for the team that used it last fall. The quarterback fakes a basic dive play, counters, and hands off to the left end. The right end fakes a block at the safety man and cuts back for the long pass.

The end around pass play, shown in Diagram 11, was sent in from Illinois and differs slightly from the play shown in the preceding diagram. In this setup, both the fullback and the right halfback are assigned to the defensive end, while in the preceding play the fullback goes through. The right halfback cuts out to draw the defensive halfback, and the key block on the end is left to the left halfback.

Diagram 12 shows a trap play on the right tackle. This play was sent in from Washington. The quarterback fakes to the fullback and gives to the right half on the swing. He swings



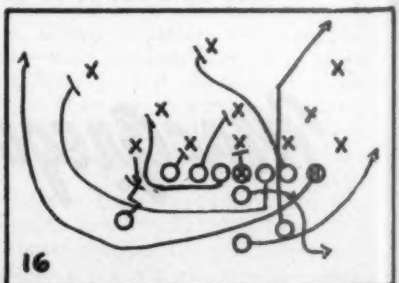
back and fakes a pitch-out to the left halfback. The left guard springs the trap. The end is left alone because he will usually play the fullback and the right half.

Diagram 13 shows a power off-tackle play, with the right guard assigned to the end. The right end and tackle two time the opposing tackle in. The right halfback takes the guard in. The fullback leads the play, taking the linebacker either way. The left halfback follows the fullback, cutting off of his block.

The 49er's used the play shown in Diagram 14 with considerable success and it became a popular play in high school circles before the season ended. The quarterback fakes to the right half on a sweep play, keeps, and starts to bootleg to the right, stops, and throws to the right end who goes down and out. This play was sent in by a coach from the southern part of California and also from an Oregon coach.

The double reverse play, which is shown in Diagram 15, is very effective against a team that is used to going with the motion of the ball. The quarterback steps right and a little deeper than usual. He hands off to the right halfback who has taken a step forward and then cuts to his left. The left half takes a step and a half to his left at the snap of the ball, reverses, takes the hand-off, and goes wide around the end.

The next three plays are end around plays sent in from Virginia, Minnesota, and North Carolina. Diagram 16 shows the play sent in from Virginia. In this play, the left halfback lines up outside the left end at





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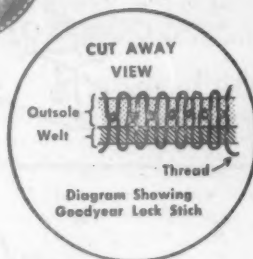
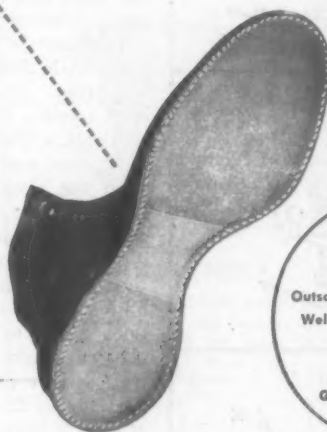
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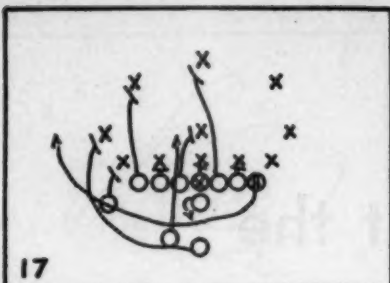
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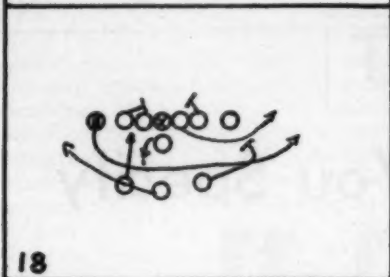
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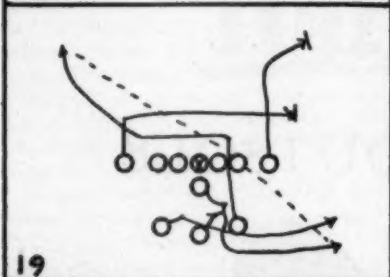
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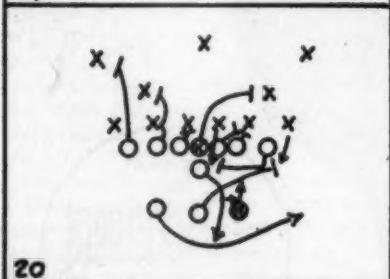
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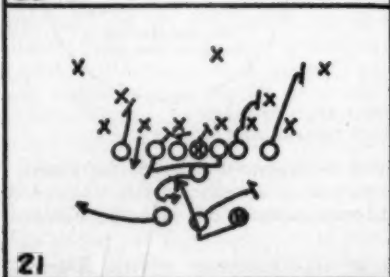
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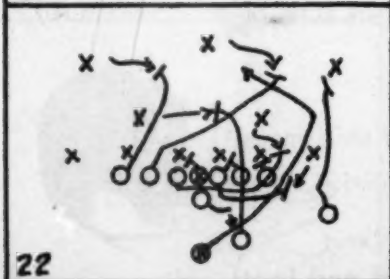
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21



22

the original depth, takes a step to the right, stops, and allows the defensive end to penetrate to deep inside, then applies a reverse body block. The quarterback fakes a "quickie" to the right half, keeps the ball in his right hand, and gives to the right end.

In the Minnesota variety, which is shown in Diagram 17, the right half is set on the left flank. The quarterback fakes to the left half, hitting up the middle, and gives to the end. The fullback is not used as a decoy, but leads the play for the outside linebacker. Notice in this play that not one of the linemen pulls.

In Diagram 18, as run in North Carolina, the end around play finds both guards pulling. The play is run from a normal lineup without any flankers set out as is done in the other two types.

A T formation pass play, which was sent in from New York, is shown in Diagram 19. The quarterback reverse spins and fakes to the right half on a dive play. The right halfback goes through, veers, and hugs the line of scrimmage. The two ends hold for a count and then break as is shown. After hugging the line of scrimmage, the right halfback breaks into the vacated defensive right halfback area.

Diagram 20 shows a halfback delay play, with the right end pulling and trapping. As the quarterback goes back to pass, he hands off to the right halfback. The quarterback continues back, sets, and fakes his throw.

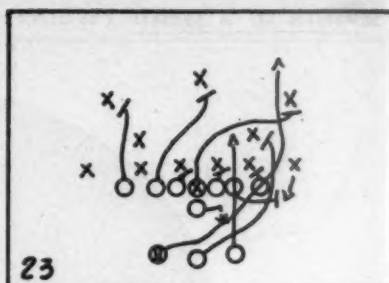
In the play shown in Diagram 21, we have a trap play which is effective against a team that follows the ball. The quarterback fakes a pitch-out to the left halfback, pivots back, and hands off to the right halfback who takes a step to his left and cuts. The off-side guard pulls and springs the trap on the defensive tackle.

Diagram 22 shows a fullback slant off-tackle play. The left half sets on the right flank; both guards pull and lead the play.

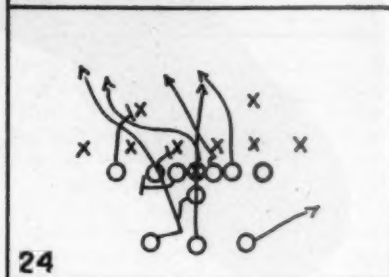
The play shown in Diagram 23 is practically identical with the one shown in Diagram 13. The one difference is that in this play the tackle pulls to trap the defensive end; whereas, in the other play the offensive end and tackle two time the opposing tackle, and the guard pulls for the trap on the end.

Diagram 24 shows the famous T formation left halfback stutter play. The left halfback moves to his right, veers back, and goes inside the defensive tackle.

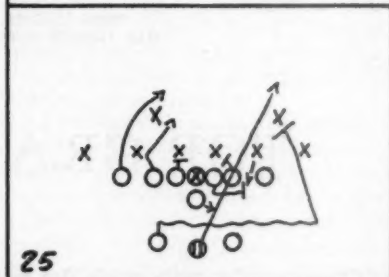
The fullback off-tackle smash, shown in Diagram 25, which was sent in from Mississippi, is similar to the



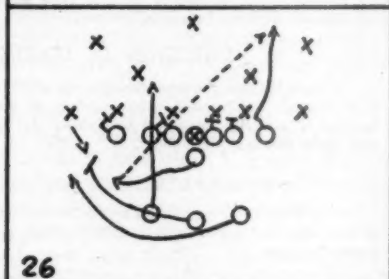
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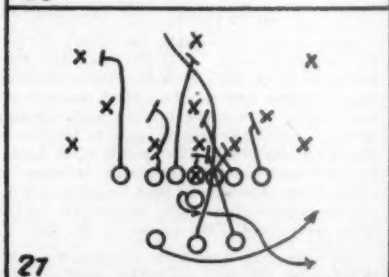
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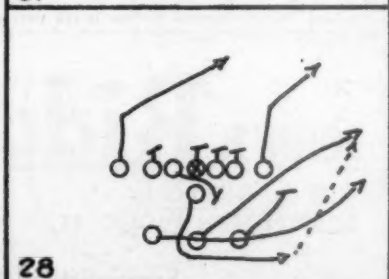
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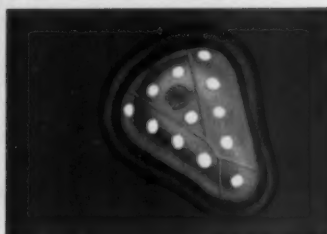
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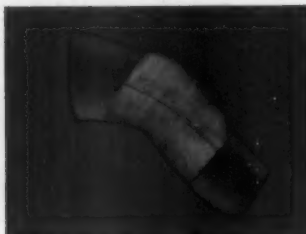
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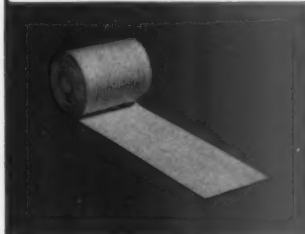
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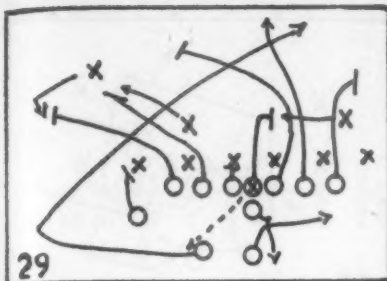
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fullback off-tackle smash shown in Diagram 22. The basic differences are in the line blocking assignments. In this play only the strong-side guard pulls, while the motioned left halfback's assignment is the linebacker.

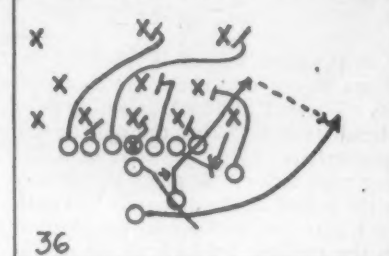
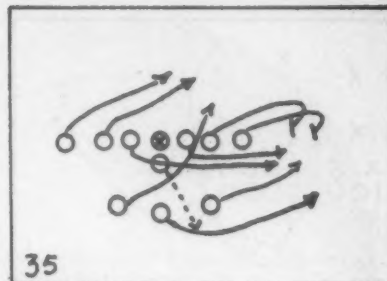
Diagram 26 shows a play in which the end makes a shoulder block, rolls to the outside, and goes straight down. The quarterback fakes to the left halfback, and the right halfback, and then fakes as if to keep. He stops and throws to the only receiver downfield, the end. As the coach reporting it to us said, "the quarterback deliberately



quarterback makes a fake to the left halfback and then hides the ball on his hip.

Diagram 29 shows a direct pass to the left halfback. The quarterback spins back, faking a hand-off to the fullback. The linemen hit and release for downfield blocking.

In Diagram 30, we have a play which is permissible under high school rules. The quarterback laterals the ball back to the left halfback on a wide sweep. The quarterback fakes a block at the defensive right end, slides out, and goes downfield for the

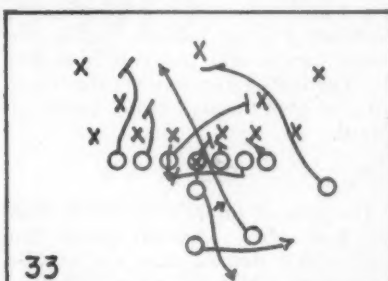
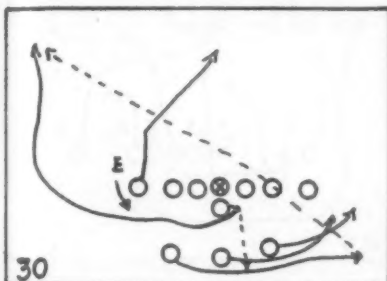


received the ball. The peel block of the left end is the key block on the play.

The play shown in Diagram 33 is used after a pass play. The quarterback spins back, hands off to the right halfback, and continues back to the passing pocket. The right tackle traps the guard, while the left guard comes across for the linebacker. The center and the right guard team the opposing guard.

In the play shown in Diagram 34, the flanker is set right and the play is merely a quick pitch to the right half for a "quickie" off tackle.

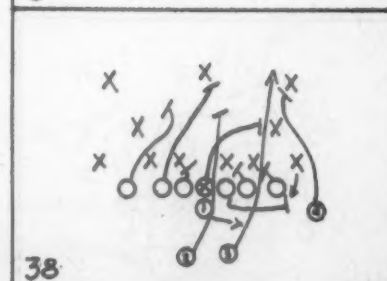
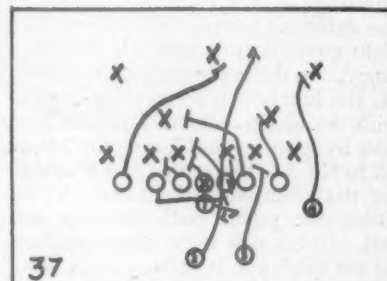
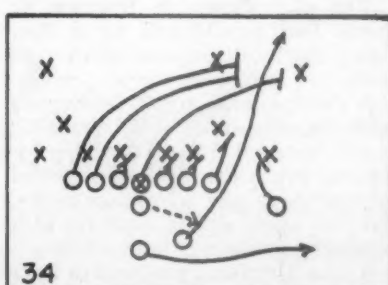
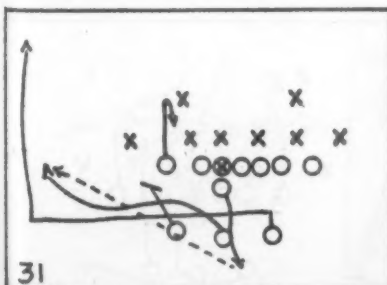
Another pitch is shown in Diagram 35. This time the fake is to the left half and the pitch-out is to the fullback who goes wide.

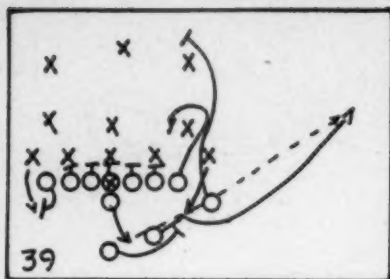


made poor fakes to the two halfbacks to make the keep play seem obvious."

The play shown in Diagram 27 is a fullback power smash up the middle, effective for short yardage. In lining up, the right halfback cheats a little closer to the line. The center post blocks, and the right halfback pivot blocks the man on the center. The quarterback uses a reverse pivot, giving the ball with his left hand.

In the play shown in Diagram 28, the quarterback peels back as if to sweep wide, stops, and throws short to the fullback in the flat. The

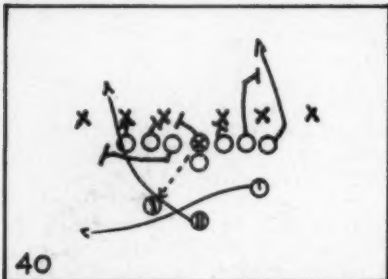




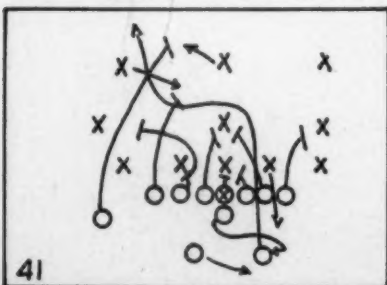
Winged T

A popular winged T play in Indiana is the one shown in Diagram 36. The left halfback drives straight ahead until he is fed the ball by the quarterback. He then cuts at a 45° angle off tackle. The key to the play is the action of the defensive left halfback since the ball-carrier may lateral to the trailing fullback if the defensive halfback commits himself too early.

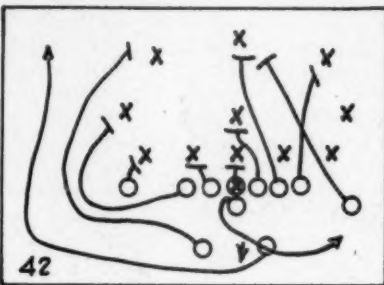
Diagrams 37 and 38 show two sequence plays run from the winged T.



In the first play, the quarterback fakes the hand-off to the No. 3 back, driving off tackle. The quarterback then pivots and gives the ball to No. 2, who drives inside his own right guard. The left tackle pulls to trap the defensive guard. The center and right guard double team on the other guard. In the sequence play, Diagram 38, the hand-off is to the No. 3 back, with the quarterback carrying out the fake by spinning and faking the hand-off to No. 2. The center goes through for the strong-side linebacker. The strong-side guard pulls to trap the end. In both of these plays the line on the weak side is split.



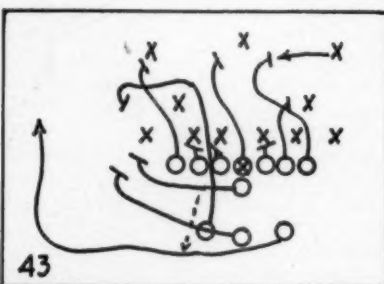
In the play shown in Diagram 39, the right end goes down and hooks in; the left halfback goes down 15 to 20 yards and veers in to draw the defensive left halfback. The right halfback shoots at the defensive left end, fakes a block, and loops out around him to the flat to take the pass. The fullback follows behind the right halfback to put the clincher block on the defensive end. The offensive left end stays in and blocks the defensive right end.



The ball is snapped direct to the No. 3 back, as is shown in Diagram 40. Number 1 is in motion and is the target for the fake hand-off from No. 3. The ball-carrier receives the hand-off and goes through either tackle or guard.

Split T

Diagram 41 shows a trap play, with the line split. The left guard and right tackle double team the middle linebacker, while the center and right guard double team the middle man

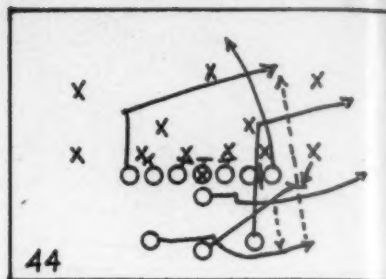


in the five-man defensive line.

The play shown in Diagram 42 scored four touchdowns for a New Jersey coach, all on runs of over 40 yards.

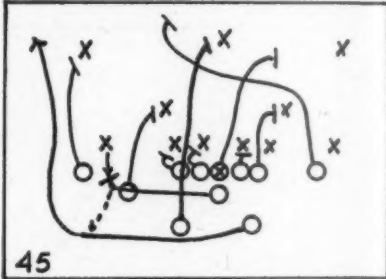
A championship squad in Arizona used the play shown in Diagram 43. It will be noted that the blocking for the end run is the blocking expected on a running pass. Needless to say, this play works well in sequence with a running pass.

A split T running pass used in Iowa is shown in Diagram 44.



One of the most effective option plays is the one shown in Diagram 45. The quarterback fakes to the left half on a straight ahead pop, keeps, and pulls the option on the defensive end. The right half is the alternative ball-carrier.

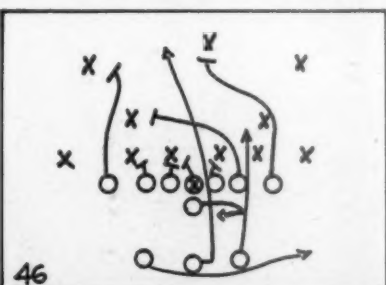
Also run from the split line is the fullback counter play shown in Diagram 46. The quarterback moves over, faking to the right halfback, pivots back, and hands to the fullback who stuttered right and then drove straight up the middle.



In Diagram 47, the pressure of an option is put on the defensive halfback. The quarterback fakes the dive, moves laterally, and cuts inside his own end. The lateral is to the trailing halfback, with the fullback forming the running screen.

A fake quick-opener is shown in Diagram 48. The left halfback takes two steps and cuts sharply to his right where he receives the hand-off. The quarterback continues to his left, faking a pitch-out option to the trailing fullback.

The tower pass, shown in Diagram 49, scored several times for the Kansas coach who submitted it. The play is



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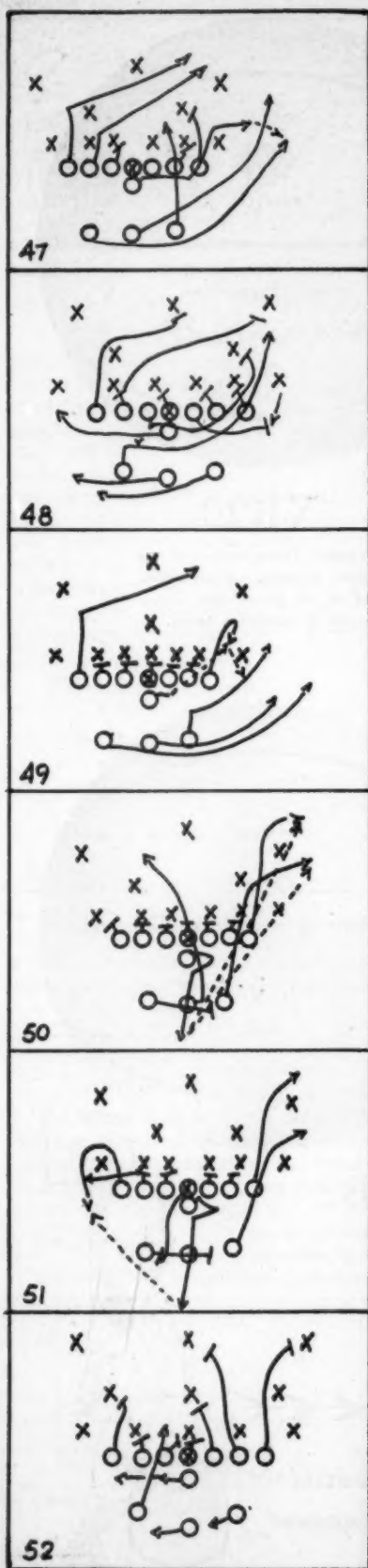
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used to combat seven and eight-man lines. The quarterback steps out, jumps, and hits the end hooking, who laterals to a trailing back. As shown, a three-way lateral is possible with this play.

Diagram 50 shows a pass play off of a split T formation. The quarterback fakes to the right halfback, pivots back, faking to the fullback, and drops back, throwing to either the right end or right halfback.

In Diagram 51, we have a sequence play to be run with the play shown in Diagram 50. The backfield maneuvers are identical with the backfield maneuvers shown in Diagram 50. The left end goes through, then retreats behind the line of scrimmage. The left tackle and the left guard block for two counts, then slide left to form a screen in front of the left end.

Diagram 52 shows the quick-opener run against a 5-3-3 defense. The left guard and the center double team the middle man in the five-man line. The left tackle checks the defensive right tackle; the left end blocks the right linebacker; the right guard moves the middle linebacker out of the hole. The ball-carrier hits directly over his own left guard.

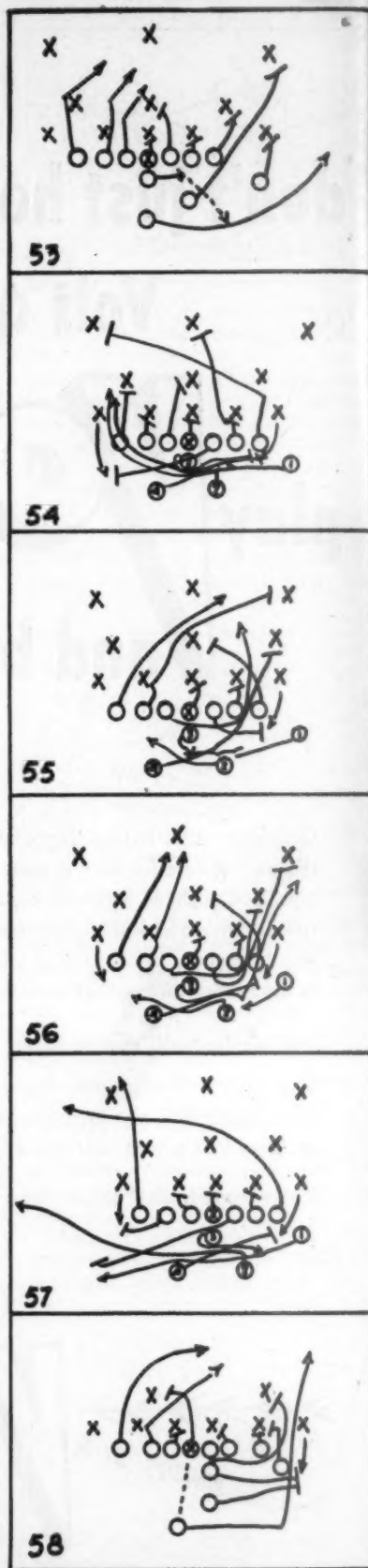
Sent from Florida is the pitch-out play shown in Diagram 53. The quarterback takes one step and pitches back to the fullback who runs wide. The left halfback and the end have the key blocks on the defensive end and outside linebacker respectively.

The next four plays, shown in Diagrams 54, 55, 56, and 57, sent in by a Rhode Island coach, are a series of sequence plays run from the winged T, with the normal line splits of the split T offense.

In the play shown in Diagram 54, the quarterback pivots to the left, faking to the No. 4 back who blocks the defensive left end after the fake. Number 2 takes one step in, then swings to the left inside or outside the defensive right end, depending upon the defensive setup. The quarterback then feeds to the wingback who follows No. 2, his interference. The left guard takes the middle linebacker in a 5-3-2-1 defense, and the defensive right guard in a 6-2-2-1 setup.

In the play shown in Diagram 55, the ball goes to No. 4 and the quarterback fakes to 2 and 1. The right end takes the defensive left tackle in a 6-2-2-1 defense instead of the middle linebacker in the five-man line, as shown.

Diagram 56 shows the quarterback keep play from the sequence. The backfield fakes are the same, with the quarterback cutting inside or outside



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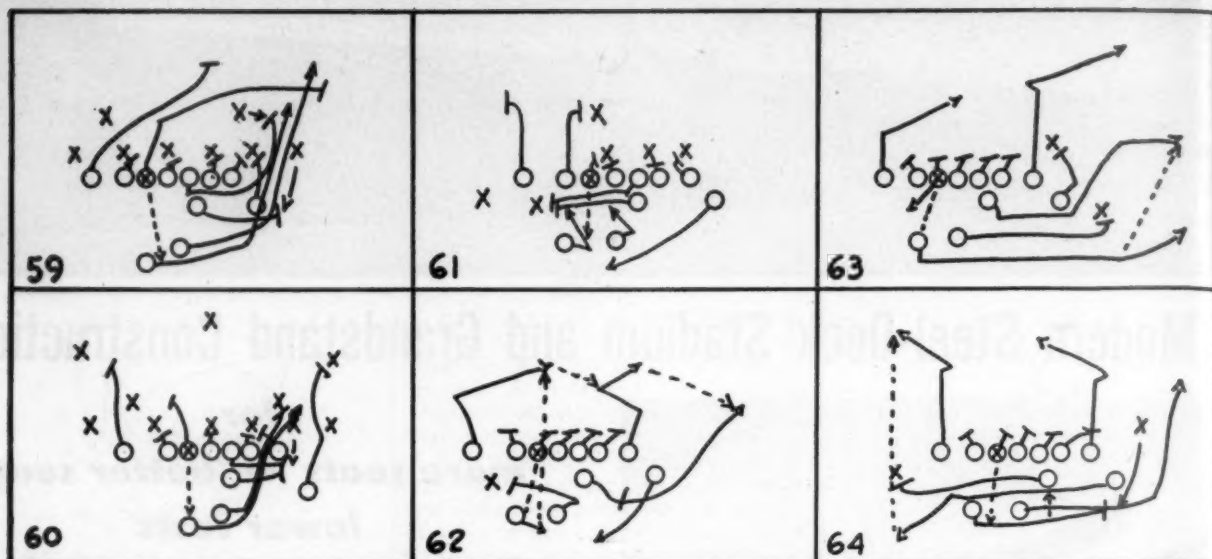
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the defensive left end.

Run from the same sequence is the pass play shown in Diagram 57. The backfield maneuvers are the same, with No. 1 getting the ball and throwing on the run. In all four plays the No. 4 back goes first, followed by No. 2, and then No. 1.

Single Wing

Diagram 58 shows an old standby single wing play. The tailback takes four steps to his right to set up the end for a power block by the fullback and the blocking back. The wingback and the end double team the defensive tackle.

In Diagram 59 we have the same off-tackle power play from an unbalanced line. The fullback helps the

blocking back with the end if needed; otherwise he leads the play through the hole.

Diagram 60 shows an off-tackle trap play. The line is unbalanced, and the defense is an overshifted six. The outside guard and blocking back team the charging tackle. The fullback leads the play, driving for the linebacker.

From Nebraska comes the check play, shown in Diagram 61. This is a trap play to the weak side. The tailback starts right, cuts, and drives off the weak-side tackle. The guard and blocking back spring the trap.

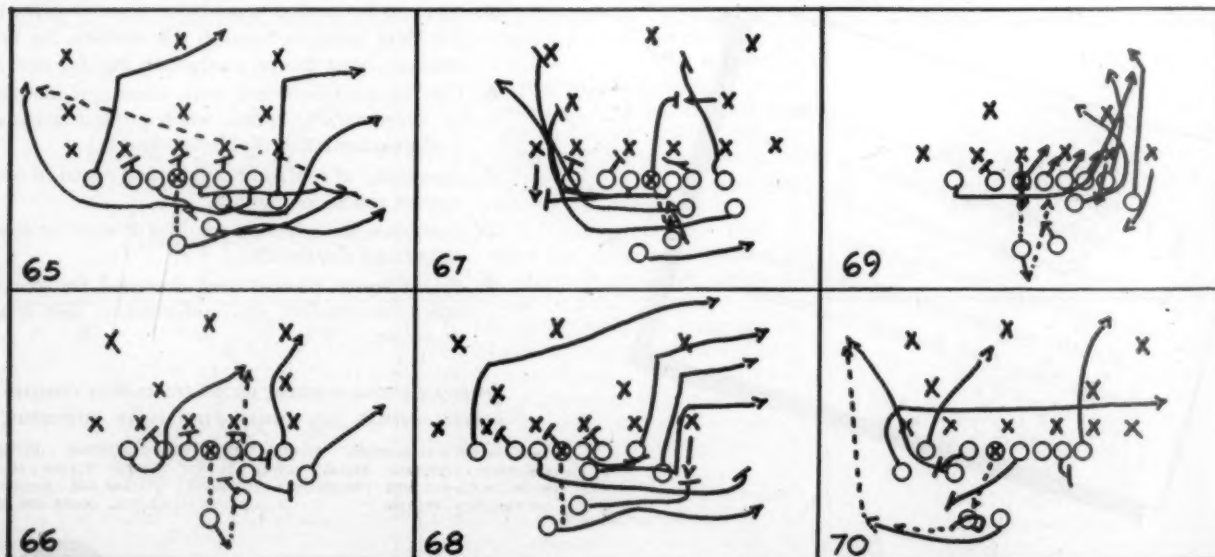
Diagram 62 shows a short pass for the check play, shown in Diagram 61. Two lateral possibilities are shown.

Diagram 63 shows one of the oldest yet most effective plays in football.

It is the optional run or pass play off the single wing formation. The blocking back sets up the end, then goes into the flat for the possible pass.

The play shown in Diagram 64 is another optional run or pass play, with a reverse preceding it. The tailback hands forward to the wingback and then continues on to take the defensive left end. The wingback may run or throw. The pass options are either end or the fullback.

Still another pass play is the one shown in Diagram 65. The play is run as an end run. The right end pulls and sneaks around to the left behind the line of scrimmage. The defensive halfback will pull over to stop the run, and the offensive right end turns and cuts downfield to take the pass.

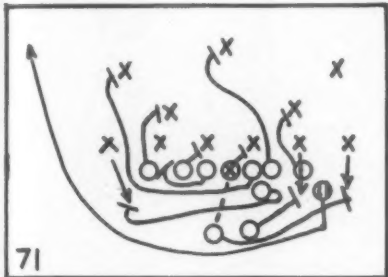


The short pass play, shown in Diagram 66, was sent in from West Virginia. The left end, in order to get clear, dips back and goes around his own tackle. The right end decoys the defensive halfback, while the wingback decoys the linebacker into the flat.

In the play which is shown in Diagram 67, the snap is to the fullback who fakes a smash, but gives to the wingback on a reverse off tackle. Both guards pull.

Diagram 68 shows the optional run or pass play, very similar to the one shown in Diagram 63. In this play, it will be noticed that both guards pull, releasing the wingback as a fourth potential receiver.

Diagram 69 shows a screen pass which is just a little different from the usual screen pass. The left end holds for a count of three, and then moves down the line to take the pass over the heads of the charging defensive linemen. The wingback, blocking back, and right end decoy into the secondary.



In the play which is shown in Diagram 70, the fullback spins, faking to the tailback, starts forward, and laterals to the tailback who throws to the quarterback. The wingback goes along the line to pull the linebacker and both ends decoy.

A delayed reverse, used in Virginia, is shown in Diagram 71. The tailback receives the lead snap and hands to the wingback who has stepped back two steps. The fullback takes the charging tackle. The blocking back steps to his right, whirls, goes deep, and blocks the right defensive end in. The guards pull. This is an effective play against teams that commit their defense early in a play.

A Florida coach flanked his fullback ten yards to the weak side, as is shown in Diagram 72. The fullback and left end break downfield to draw the secondary. The left tackle blocks on the defensive left halfback. The center and the inside guard double team the defensive guard. The outside guard

(Continued on page 48)

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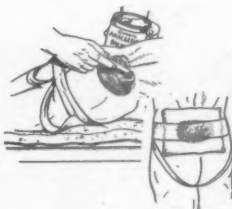
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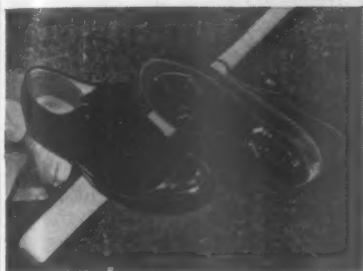
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Improving Officiating

By JOHN NIXON

Assistant Professor of Physical Education, Stanford University

AN experienced football official who had moved into town from out of state was chatting with the president of the local football officials association.

"What is the pay for officiating a high school football game in the local league?" the newcomer asked.

"Twelve dollars and fifty cents for a varsity game," was the reply the startled visitor received.

The new man was shocked and in disbelief he said, "Why where I come from high school officials get anywhere from \$20 to \$35 per game, and expenses."

The local official reached into his desk and pulled out the results of a study compiled recently showing that high school football officials in his area were the lowest paid in the entire state.

The two men asked the same question together, "Why are the principals and superintendents so stingy about paying athletic officials in this area?"

The above conversation is heard many times each year all over the country. Athletic officials are always claiming to be underpaid, especially at the high school level. But is the problem as simple as that?

It is our opinion that the responsibility is on the officials to provide better officiating *before* clamoring for more pay. Athletic officiating is more complex and more difficult today than ever before. To be a competent official a man has to devote countless hours to study, attendance at meetings, and otherwise constantly endeavor to improve his ability. Many officials are not facing up to these requisites. It is mainly through the organization and conduct of high caliber athletic officials associations that we will attain the mastery of athletic officiating which our young boys are entitled to in this day of intense sports competition.

The following suggestions are offered for the improvement of individual officiating through the organization and conduct of officials associations.

Geographical Area. An officials organization should encompass the largest geographical area that is reasonable and logical. It is far better to have one association drawing members from many miles in each direc-

tion than to have several smaller independent organizations each serving a localized area or league. There is added strength in the service and representation of a large organization with several hundred officials and a substantial balance of funds in the treasury as compared with several small associations working on a "shoestring" in a local area.

An excellent example is the Southern California Football Officials Association centered in Los Angeles but drawing officials from as far as 50 miles away. Many other areas follow this pattern.

Such an organization frequently permits groups of members living in extreme limits of the area to hold their own section meetings at a more convenient place. However, such sections are subordinate to the main organization, are subject to its constitution and the rulings of the board of directors, follow the instruction and examination program issued by the central organization, and in all other ways operate as part of the main association. The strength of a large officials association far outweighs the personal inconvenience to some members who may have to drive 40 or 50 miles to attend a weekly meeting. Usually there are two or more officials from any given locality who can travel together to meetings, providing an excellent opportunity to discuss and learn rules and mechanics together. The travel time is not wasted.

Organization by Sport. It is recommended that there be a separate and distinct officials organization for each sport, rather than have one organi-

zation operating the entire school year for officials of one or more sports. Many men do not officiate more than one or two sports. Meetings are easier to organize and conduct when all members are present with a common interest. Dues can be collected for each separate organization and in the aggregate more funds will be available. One association covering all sports usually provides a reduced membership fee which may sound like an advantage to the official who works three sports, but is a disadvantage to the man who works only one sport. The business at hand will be more capably settled and interest in each meeting will be greater when all officials present are interested in the one sport concerned. Also, baseball officials in the spring may not be too happy to have the football officials passing rules governing the association in the fall.

Officers and Board of Directors. Each association should elect by vote of the membership a president, vice president, and secretary-treasurer for the term of one year or season. Similarly, a board of directors should be constituted to be composed of the officers plus three members-at-large elected by the membership. The past president may be placed on the board automatically by virtue of his position. The members-at-large should be elected on some kind of staggered basis to provide continuity of membership.

The purpose of the board of directors is to carry out the policies contained in the constitution. Board members must be men of integrity and they should be experienced officials. They should have courage and initiative to enforce fairly and unequivocally all regulations pertaining to excused and unexcused absences and other membership and active list requirements. This will be their most difficult task because many times they must pass judgment on close personal friends excluding them from officiating.

The whole success of the officials association rests with the actions of the board of directors. If it is not willing to maintain high standards of attendance, instruction, examination, and actual officiating then the purposes of the association will not be well served. Poor officiating results when members are willing to condone excessive absence from meetings, low marks in examinations, and poor officiating at games. This is the tendency in many associations because one official does not wish to "throw the

(Continued on page 44)

JOHAN NIXON graduated from Pomona College in 1939. He assisted at Pomona and Penn State before entering the service where he headed up the special services division in the China-Burma Theater. Following the war, he served for a year in the Veterans Administration and then received his doctor's degree at U.S.C. in 1949. He assumed his present position at Stanford in 1949. Nixon has been officiating for twelve years.



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Pre-Season Emphasis in Tennis

By JAY McWILLIAMS

Tennis Coach, Alfred University, Alfred, New York

THERE are so many details to cover in a limited pre-season practice period that the tennis coach has to limit his plans. We have tried to analyze the strengths and weaknesses of the candidates for our team, and have found the following points require the most emphasis: 1. The serve. 2. Consistent, deep stroking to the baseline. 3. Steady and accurate volleying. 4. Ability to lob.

There are other things such as court generalship, team work in doubles play, anticipating the shots, and court coverage, which should be covered during the training season, but most of the emphasis is placed upon the four points listed.

The Serve

Our observations of prospective tennis candidates for the Alfred University tennis team have revealed the fact that in practically every case the individual is used to serving his first ball hard and then following it with a soft, easy second ball.

During the first few weeks of practice this procedure is reversed. However, we want the player to serve a medium speed first serve, and then serve the second ball a little harder. Emphasis is placed on control with power and not on just a hard, smashing type of serve.

The only time we attempt to change a boy's style of serve is when it is found to be unsound. The correct serving techniques are shown to the

team members, but we have found that a loss of confidence and a much poorer serve often result from trying to change radically a player's style of serving. However, if we find that a player's serves are being consistently hit into the net, this tendency may be rectified by tossing the ball a little farther back. If, on the other hand, the serves are going beyond the service line, the player should try tossing the ball a little farther forward.

As is true in many of our sports, the habits of most players are pretty well established and they are quite difficult to change when the player reaches the college coach. That is why it is so important for the player who is just beginning tennis to learn the correct fundamentals. The college tennis coach always hopes for men who have correct fundamental skills, but our hopes are not always fulfilled.

Stroking

Another weakness which is quite prevalent in our tennis candidates is the inability to stroke with power, and to hit deep to the baseline. One of the methods with which we have tried to overcome this weakness on the part of our players is to place an additional line on each side of the court. This line is placed six feet inside the baseline. A temporary chalk line is used on a clay court or a one and one-half inch tape line on a composition court.

Diagram 1 shows the singles court with the two additional lines.

Practice sessions are started by having each player see how consistently he can stroke the ball in the six foot area. In order to stroke the

ball into this area consistently, the players must get into position for each successive stroke, which also tends to improve their games.

Strong, deep, consistently stroked shots have helped to win a number of matches, while tightening up and hitting short has enabled an experienced opponent to put away shots and win the match.

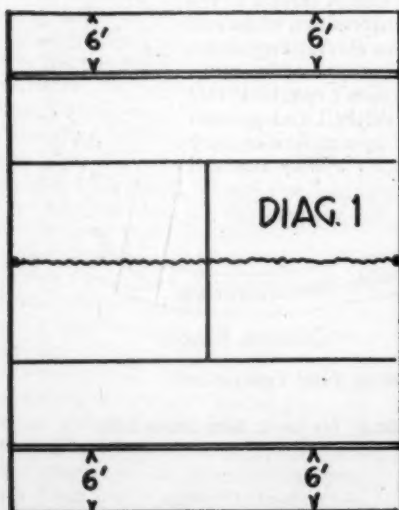
About the second or third week of our pre-season training period four additional lines are added to our court and a piece of chalk is used to number each of the areas, as shown in Diagram 2. The purpose of adding the additional lines is to try and help develop more accurate placement of shots. Areas 1 and 3, the corner areas, are the points of aim, and we ask the players to call out the number of the area in which they are attempting to place the ball. The boys should show improvement in their ability to hit into the areas. This improvement will automatically improve their control, and at the same time they will still be practicing hitting deep to the baseline.

The Lob

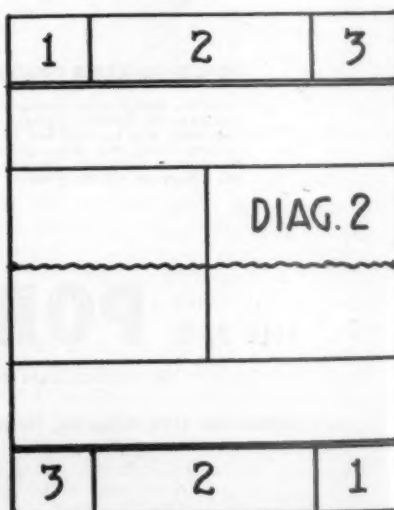
Inability to lob well has plagued our team for the last few years. Hitting the ball short in the forecourt and lack of height have enabled our opponents to put the ball away easily.

To try and overcome this weakness a definite time in the practice sessions is set aside for practicing lobbing. The members of the squad work on the height of the lob and attempt to hit the ball so that it will bounce just inside the baseline.

Unless a definite time is set aside for lobbing practice the boys seem to neglect this phase of the game. Stress is placed on the fact that the lob may



JAY McWILLIAMS serves as line coach in football, head basketball coach, and head tennis coach at Alfred University. With this article he has written on all three sports. Graduating from Penn State in 1937, he coached in Pennsylvania high schools until the war. During the war McWilliams served with the 11th Airborne Division. He reported to Alfred after three years as line coach at V.M.I.





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be used as either a defensive or an offensive weapon.

Volleying

The members of our team like to practice volleying. However, they tend to block the ball without really attempting to place the shot.

Continual stress is placed upon taking a position at right angles to the net and keeping the eye on the ball and not on the opponent. Those shots which are taken close to the net are usually played with a slice stroke. If the stroke is made nearer center court it is more of a punch stroke. In all volleys the racquet should not be brought back, but should go from the parallel position forward. In short, the stroke is from high to low, imparting a cut or underspin.

The time element is always a factor in getting our squad ready for the first intercollegiate match. Inclement weather in April and early May is also a factor.

Often, in our coaching, we tend to try to cover too much. If we can concentrate on the most important phase of the game, and then use our re-

maining time on the other factors more may be accomplished in the long run.

Gymnastics

(Continued from page 13)

lungers. One set is mounted between the ring cables. The second set is mounted over the dismount area.

With the lunger mounted between the rings, (Illustration 5), the use that can be made of it in spotting stunts at the front and back of the swing can readily be seen. Such skills as the double leg cut and catches, casts into shoulder stands, reverse kips, etc., can be done with no fear of a man falling or snapping off the rings. Since the lunger is mounted between the rings, the ropes travel freely with the performer, thus enabling the spotter to stand in one place off to the side and watch the performance so that he may lend a hand when necessary.

For dismounts on the rings, be they single or double flyaways or cutaways, we use a second suspended lunger (Illustration 6). The lunger is plac-

ed 15 feet away from the ring attachments and over the dismount area. This lunger is one that causes a spotter to do some manual work. The performer pulls the belt with him to the end of the back swing, which means the spotter must give rope. As the performer swings forward for his dismount, the spotter must, with a sure hand-over-hand action, take up slack and then be prepared to support the performer at the proper time. It is well to train the spotter with an accomplished performer so he can get his timing of movement. By substituting the twisting belt for the leather belt we can do flyaways with half and full twists. To do a dislocate at the end of the back swing prior to a dismount at the front, we merely have the performer take a grip on the rings which puts the ropes on the inside of his arms and outside of his wrists. He then can pull into a bent body hang and do his dislocate into a flyaway.

Mat Tumbling

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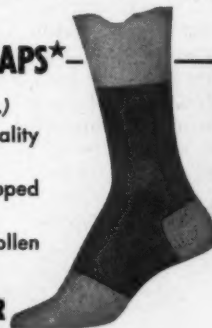
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(Illustration 7). Two spotters are necessary, and they must be proficient at moving rapidly with the tumbler while remaining alert to the tumbler's action so they can assist where necessary. If the spotters will realize that the ropes are a tool for them to use, rather than an attachment put on a belt to keep them moving with the tumbler, they may, by sliding their hands up the rope to its attachment, spot a performer very safely. We do substitute the twisting belt for the leather belt to support a learner in back saults with twists.

Trampoline

The overhead suspended lungers came into its glory when the trampoline became a competitive part of gymnastics (Illustration 8). A twisting belt, a heavy rope, a strong-armed alert spotter, and a properly placed trampoline will allow an adequate workout for a trampoline man. While the lunger is being used only one spotter is necessary. After the lunger is taken off, we sometimes feel that six spotters around a trampoline are not enough. We would prefer three rows of spotters but lack of personnel limits us to six as a minimum. These six men are distributed two to each side and one at each end of the trampoline.

General Hints

It is advisable to keep lunger ropes independent of one another. Never tape or tie them together at the hand grip. Keeping the ropes independent of one another will allow the spotter to take up slack and adjust to the man or apparatus with equal tension on each rope, thus eliminating the possibility of throwing a performer off balance due to uneven rope pull.

We use cotton ropes on all of our lungers. Cotton rope is not as harsh, and seems to outwear hemp rope.

When a rope becomes frayed from use, it should be replaced before it comes apart. By taping a new rope to the end of the frayed rope, the new rope may be pulled up through the pulley very easily and ladders will not have to be used for time-consuming repair work.

The pulleys of a suspended lunger will allow for greater freedom of performance if placed at least 15 feet apart. Pulleys should be oiled at least twice a year to insure smooth rope action.

Spotters should be trained in the use of the lungers so the performers will have complete faith in their ability.



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Jump the Gun on Baseball

By CHARLES STUBBLEFIELD

Baseball Coach, Crozier Technical High School, Dallas, Texas

TO insure himself of success during the coming baseball season the thinking coach will "jump the gun" on the season and prepare for it now, rather than wait for the first day of the season to begin his work.

This article contains ideas and suggestions which we have found useful in getting ready for our baseball season. It is hoped that coaches may find ideas here which will help them lead their teams through a more successful season this year.

High school baseball in the Dallas schools has been consistently good during the past ten or fifteen years and we believe it has been so because of the baseball program offered to the boys of Dallas by the city parks, the various junior leagues, the American Legion, and the Dallas high schools.

This complete program of competitive baseball offers young players from the age of eight or nine through high school game experience. Not many areas offer such a complete program of baseball. There are, however, many ways the high school coach can aid in the establishment of some, if not all, of these junior leagues. The high school team will show a definite improvement from the time of the establishment of junior leagues. Experience is built by actually playing the game.

There is no substitute for experience; however, the coach can do a great deal to increase his chances during the coming season by getting ready for it early.

Our success at Tech has not been due to any deep secrets or unusual abilities. There really are no secrets in baseball. The secret of winning and losing between teams of equal proficiency lies not in mechanics, but in a psychological readiness. Just as the good, hard driving football coach given good material can win regardless of his offensive alignments so the good fundamental baseball coach, we believe, can win if he organizes carefully and administers wisely.

The first step toward having a successful team is to start early to *build interest*. The coach may do this in countless ways, depending upon his eagerness and ingenuity, but he must *begin early*.

The baseball season never closes for us and for our returning squad.

When the regular schedule is completed every boy should attempt, as far as it is possible, to play through the summer on as many teams as he can. We like to have our boys, if they are good enough, play on teams with older men. The hundreds of pointers which may be picked up in a summer of commercial league or "barnstorming" baseball cannot be learned in a dozen seasons of high school participation. For this reason the coach should take the lead in organizing teams outside the school.

When school opens in the fall we begin at once to screen the freshman and sophomore classes and transfers for possible prospects, letting the baseball lettermen help us, for they will accidentally "smoke out" more good prospects than we are able to find. This screening does not take the form of just talking to the prospect. During the warm days of September and October possible pitching candidates show their wares, thus saving valuable time in the spring when every day is important. Occasionally, even on Saturday, the boys are persuaded through the captain and lettermen to gather for an informal inter-squad game to allow some of the new candidates to play and, more important, to allow them to become acquainted with the older members of the team. We try to make our team feel at home together before the regular season starts. Then the awkward period of adjustment is not a factor to cause much concern.

During the off-seasons films offer a fine way to keep baseball interest alive within the squad and also to spread a little information. Cold, wet days in the fall, winter, and early spring are ideal times to get the squad

and interested prospects together for a picture and "bull session." Such sessions relieve a great deal of early tension just as the fall games do. The films which have proved most useful to us are the ones produced by the American and National Leagues. There are films on all phases of the game, plus the annual World Series films. Several sporting goods firms also have excellent films available. No formal roll check is ever made when films are shown but we try to note the boys who are not present and impress upon them that it is their duty to the squad to be present and the information they miss may well consist of things which lose important games for the team in the spring.

An occasional talk with the returning lettermen and interested candidates during the fall and winter months also serves to keep baseball interest alive. We make no attempt to hold regular meetings, for this type of thing can react unfavorably, especially if the boys feel that baseball is being overemphasized out of season. These talks should be short and informal, even accidental if they can be made to appear that way. Just a few pitchers might be spotted on the playground or in the gymnasium and shown a photograph of some major league player in action to demonstrate an important technique. The same photograph may be used several times to illustrate the other techniques it may contain.

In our opinion, fall, winter, and early spring workouts are necessary if any degree of polish is to be hoped for during the regular season. Naturally, such workouts must be infrequent and carefully supervised, lest the players hurt their arms on cold damp days, or become stale before the season gets under way. It is during these occasional workouts that the coach can be of the most help to his pitchers, catchers, and young prospects. Just prior to last season we worked our pitchers for several weeks. During that time one of the things we concentrated on was developing more motion and body action in the delivery of one of our sophomore pitchers. At first, this pitcher experienced control trouble when he added a flourish and a higher leg kick to his delivery, but through continued practice during the pre-season work

CHARLES STUBBLEFIELD attended the high school where he now coaches, having received the Ross Bedell award in 1940 as the outstanding high school athlete in the Dallas area. Following three years as an army pilot, he graduated from East Texas State. Stubblefield assists in football and basketball. Last year his baseball team won 26 out of 32 games and finished as runner-up in the state.

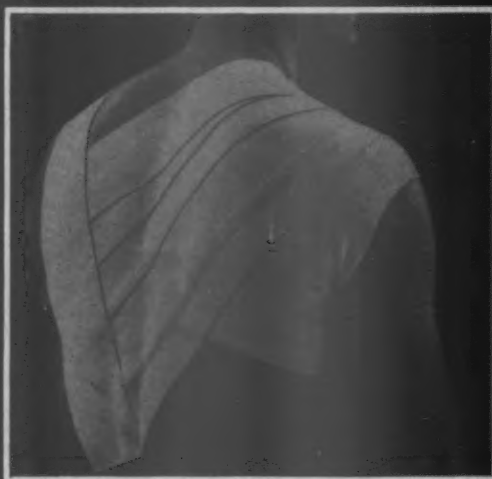
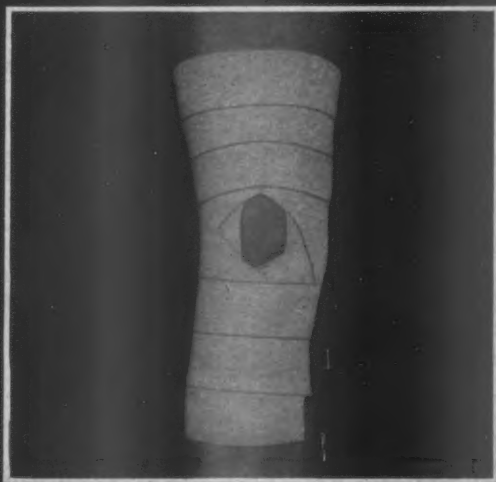
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he became familiar with the motion and began to show increased speed and deception to the batter. This boy won two very critical games for us against good teams later in the season. We doubt whether or not he could have won these games just by tossing the ball to the plate like the batting practice pitcher he once was. His naturally good control did not suffer either since he walked a total of only three batters in the two games. Had we waited for the regular season to begin before changing this boy's method of delivery it is probable that he would have become discouraged and unsure while experimenting in a game. Also, we could not have insisted for very long that he continue to use the new delivery in games which we were trying to win to develop unity, team play, and confidence.

Countless small skills can be developed during these throwing and catching sessions. In bad weather a very small area of the playground or the gymnasium is quite suitable for these pre-season workouts.

In summary, let us enumerate the early steps the coach can and must take to improve his baseball team's proficiency.

1. Start early to build interest. The

last day of this season is the first day of next season.

2. Help and encourage the players to participate on teams outside of school.

3. Screen new students closely, making use of team members, interested teachers, or anyone else who might help.

4. Films and occasional talks, during the winter months, keep interest in baseball alive.

5. Informal accidental "bull sessions" are good for the morale of the team.

6. Short pitching and catching workouts on the balmy fall and winter days are invaluable for polishing up basic techniques.

Run Those Bases

(Continued from page 9)

9. Break a few steps on every pitch.

10. Be alert—know where the ball is every second.

Base-running is like blocking in football and bankboard play in basketball—it probably will never develop to a point of real achievement without constant stress and constructive criticism by the coach. Once acquired, however, it will be of value

to players on any level of baseball. Its value to the coach will probably lie in that all-important won-lost column.

Athletic Officiating

(Continued from page 36)

book" at his incompetent friend.

The strength of the large association lies in the decisions of the board of directors made in closed meetings. Smaller associations usually are not willing to be governed in this manner.

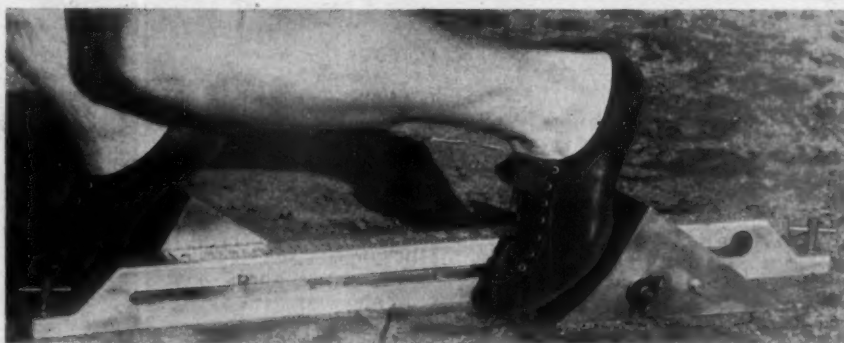
The board of directors represents the officials and the association in disputes which may arise in games and require later investigation.

The board deals with all other organizations concerned with officials; for example, associations of coaches, athletic policy determining groups of school administrators, state high school athletic association sections, boards of managers of leagues, etc.

The board should have full power to appoint an instructional chairman whose duties are described in another section of this article.

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association. He has a tremendous amount of work to do if the membership is large in the way of bookkeeping, collecting and disbursing funds, preparing and sending out minutes, and other official correspondence. This is a time-consuming task which cannot be expected of any individual on a volunteer basis. Therefore, the membership should determine a reasonable salary for one season of work and pay the man from the treasury of the association. One association is known to pay the secretary-treasurer \$300 for the football season. This is another advantage of the large association; it has adequate funds to pay for this service. In the smaller association the secretary is usually a volunteer and he cannot devote the time which should be spent on such a task.

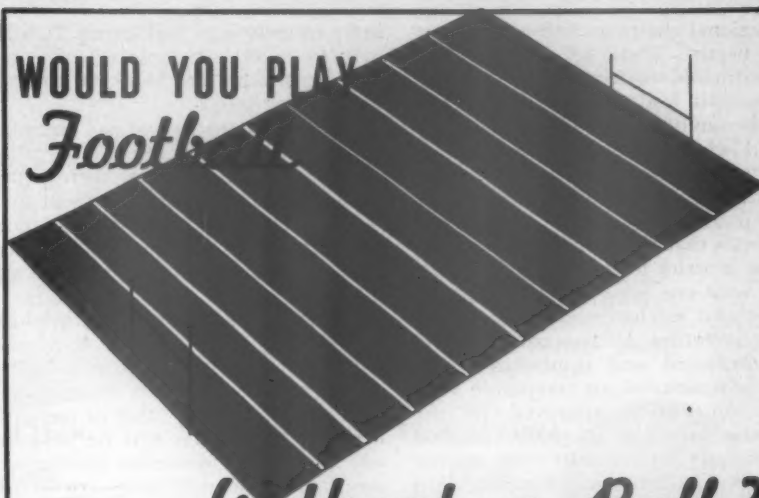
Instructional Chairman. The board of directors should appoint an instructional chairman for one season. A qualified, interested person should be sought out in advance of the appointment and he should agree to it. Likewise, he should be paid a salary for the season, fixed by the vote of the membership. Usually, one of the older more experienced officials is willing to accept this extra responsibility for one season because of his desire to see improvement in officiating. The job may be passed around from year to year so that no one man is burdened with it for too long a time. In any event the chairman should receive a worthwhile reimbursement from the treasury.

The quality of instruction is the key to better officiating. The superior instructional chairman will spend endless hours in the preparation of instructional materials such as examinations, diagrams, movies, speakers, and demonstrations on the field. He must be recompensed for his time.

Again, a large organization has the advantage in being able to pay for the services of a good chairman. Volunteer instruction in many small associations is haphazard, inadequately prepared, and fails to make proper use of examination procedures.

The instructional chairman should request the services of other experienced and competent officials to assist in the actual conduct of the instruction at meeting times. The membership should be broken down into sections of not more than twenty members, each under the direction of an assistant instructional chairman. All groups receive the same instruction on a given night, from materials and a program prepared in advance by the instructional chairman. The assistant chairmen meet with the in-

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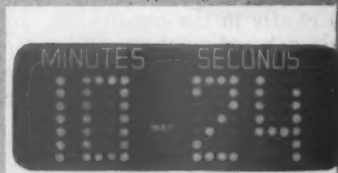
Ridiculous! You can't play football without a ball. And you can't play football without an adequate field. But above all else, you need a team. The team must be alert, inspired and working in harmony. They must be confident of their ability, of their coach and of their equipment. They must know where they're going at all times.

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structional chairman before the meeting begins. Thus, all instruction is co-ordinated beforehand, is under competent leadership, and is carried on in small groups to facilitate personal expression and discussion of all pertinent points. The instructional chairman circulates from group to group and is on call to settle any disputes that may arise. This method is far superior to the larger type meeting, with one man giving lectures on rules and mechanics.

Constitution. All associations should be organized and conducted under the provisions of an acceptable written constitution approved by the membership, and subject to amendment only by majority vote of the members. All matters of membership qualification, time, place and number of meetings, instructional procedures, examination requirements, attendance requirements, and dues should be set forth clearly in the constitution, and strictly adhered to through decisions of the board of directors. Decisions of the board of directors should be open to appeal by the full membership.

Membership. Dues should be collected a year in advance of the beginning of the season. This practice will not work a hardship on regular members in good standing who are genu-

inely interested in officiating. It will help to weed out those who are indecisive or who may think of joining for ulterior purposes.

New candidates should pay an initiation fee in addition to regular yearly membership dues to show their genuine intentions. This practice will discourage those persons who are not certain about wanting to become bona fide officials but who might hang on otherwise.

Qualified Officials. Membership in an officials association does not automatically signify a qualified official. The association in its constitution should specify that a certain number of meetings will be held in one season, the minimum number of meetings a member must attend in order to qualify for officiating, and other qualifications. It is suggested that for the football season eight such meetings be held. Members must attend seven such meetings and must take six examinations to be placed on the active list. Each examination must be passed with a mark of 80 points out of a possible 100. An examination is given each meeting night. The rules and mechanics are discussed in eight sections, a different section for each meeting.

A classification examination should

be given at the first meeting, before the season of play begins. Members making a score of 80 points or more should be placed on the active list of the association. The list is then mailed to all commissioners or other persons who appoint officials. Members failing this test or missing it may make it up within a two week period and then have their names added to the active list.

All examinations should be written and should be graded objectively. The instructional group should do the grading rather than have members exchange papers.

Mechanics and Uniform. The association should vote on a certain set of mechanics and on one standard uniform which all officials will wear without deviation. There are manuals on officiating provided by various national officials organizations which might be adopted by the local organization. In the event of any changes from the mechanics prescribed in these manuals all members should be made thoroughly familiar with the local adaptations and should use them. In general, officials associations all over the country should work toward uniformity in mechanics rather than away from uniformity.

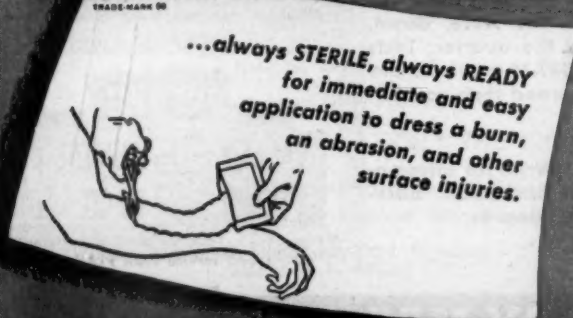
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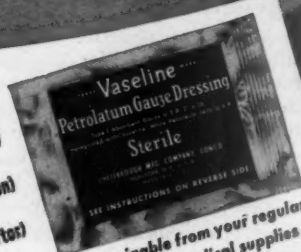


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and conferences set up their own interpretations or alter the rules for their own purposes. Officials associations have no jurisdiction over this action. Officials must be told of these local rules and must study them in advance of receiving assignments for such games. This places an additional burden on the official which he must recognize and accept.

The association must keep up on all interpretations coming out of national rules committee offices. In the event the association wishes to request rules interpretations, the official representative of the association has this responsibility and should carry it out through appropriate channels. Individual officials should not write direct to leagues or national offices for such information.

If the association feels that it must go on record as having made or accepted a certain interpretation of rules or mechanics, a written notice to that effect should go out to all coaches and league officials. Then, prior to any game, the officials should remind the coaches of that particular interpretation.

Commissioners. It is recommended that the appointment of all officials be made by a commissioner representing the teams or leagues. The more teams and leagues that can be placed under the jurisdiction of one commissioner the better. For example,

in Southern California the commissioner of athletics for the Southern Section, California Interscholastic Federation, makes the appointment of officials for more than 100 high schools all over that part of the state, except for the Los Angeles City School System. In any event, appointment of officials should be taken out of the hands of the coaches themselves.

Commissioners must work closely with officials associations if the above plan is to function properly. The association provides all commissioners with a list of approved officials, officials who have met the qualifications outlined in this article. The commissioners must appoint only those officials whose names are on the most recent active list supplied by the association. If commissioners appoint friends or others who have been dropped from the list, then the standards of the association will be to no avail.

Summary. The responsibilities of officials of athletic contests are very grave and complex. Officiating is "under fire" from the public and the press more than ever before. A series of proposals has been offered which may be helpful in upgrading the standards of officiating. The crux of the problem lies with the officials themselves, individually and as members of associations. Let us not muff this golden opportunity!

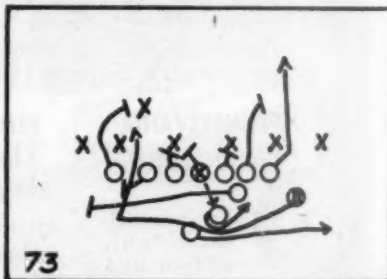
High School Football Offense

(Continued from page 33)

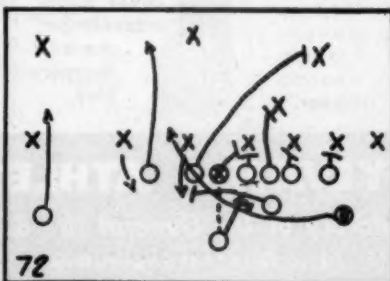
goes through for the linebacker. The right end checks the tackle, while the blocking back traps the defensive left tackle. Then the tailback fakes a pass, hits into the line, and hands the ball off to the wingback. This is a most effective play when it is worked in sequence with a pitch-out to the fullback or a long pass.

Diagram 73 shows a fullback spinner with the hand-off to the wingback. The wingback makes a sharp cut and goes straight up the tackle slot. The center and left guard double team the opposing guard. The block-

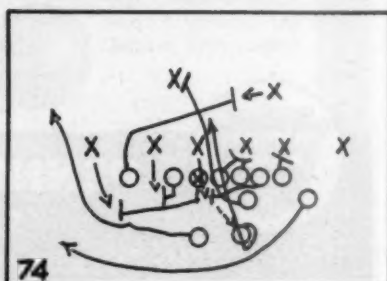
ing back takes the end, while the left tackle takes his opposing tackle. The left end blocks on the linebacker.



73



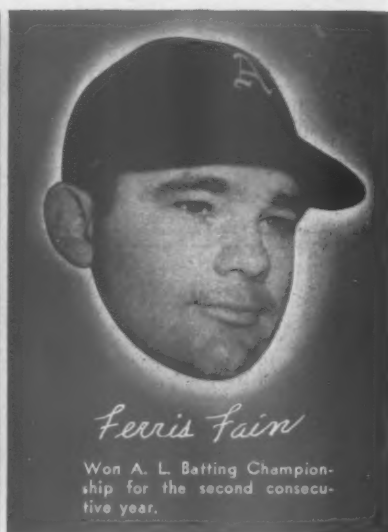
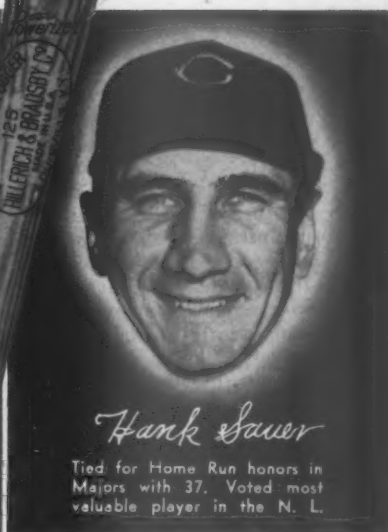
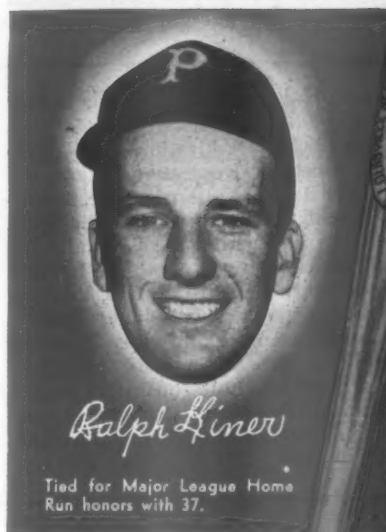
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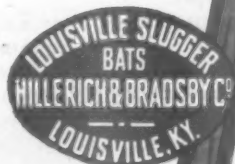
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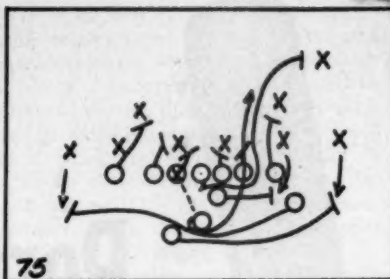
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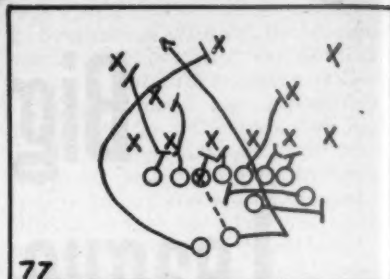
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The play shown in Diagram 74 is a fullback trap up the middle. The wingback leaves one count before the snap. The fullback spins, faking to the wingback, and cracks straight ahead. The two offensive guards double team the opposing guard. The center pulls and helps the tailback with the defensive right end. The blocking back and left end crisscross taking the opposite linebacker. The



and the tailback on the outside. The center and unbalanced guard double team the defensive right guard, while the other offensive guard and the strong-side tackle double team the other defensive guard.

The play shown in Diagram 77 is a cutback play used by a championship North Carolina team to make the defense give way to their sweeps. The center and left guard block the de-

OF interest to all sports-minded individuals should be the plans now being made for the Mid-Century Festival of American Sports.

The American Association for Health, Physical Education and Recreation, the U. S. Office of Education, the American Recreation Society, the U. S. Junior Chamber of Commerce, The Izaak Walton League, American Institute of Park Executives, The Athletic Institute, and The Sport Fishing Institute are some of the organizations behind the Festival.

The purpose of the Festival is to introduce more people to the fun and recreation of healthy sports participation. In order to do this, local co-operating agencies are planning field days, parades, supplying speakers to school assemblies, planning tournaments, contests, and all types of athletic events. The dates of the Festival are from April 11 to May 17.

Posters, window streamers, and a printed brochure, outlining suggestions on how local interested organizations can organize a program, may be secured from Mid-Century Festival of American Sports, Suite 923A, 1 North La Salle Street, Chicago 2, Illinois.

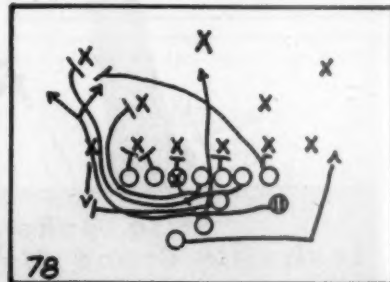
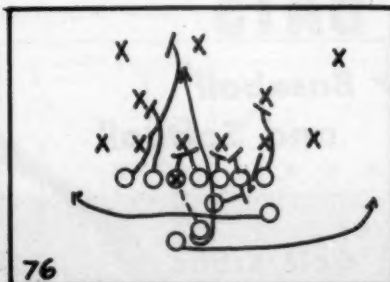
strong-side tackle traps the defensive right guard.

The play shown in Diagram 75 is another fullback spinner play. The fake is to the wingback. The blocking back traps the tackle, while the strong-side guard leads the play.

Diagram 76 shows still another fullback spinner. The line is unbalanced. The fullback spins, faking to the wingback and tailback. Then the wingback comes across on the inside

defensive right guard, while the right tackle and right end double team the opposing tackle. The defensive left guard is trapped by the wingback. The fullback starts to his right and cuts back sharply.

Different blocking assignments make this fullback spinner play, shown in Diagram 78, different from the one described in Diagram 73. The left end and tackle double team the opposing tackle; a guard and tackle



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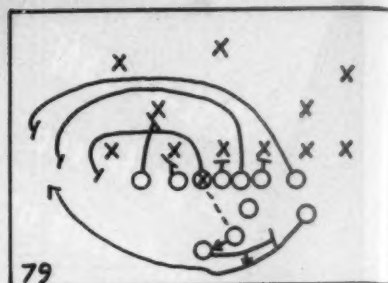
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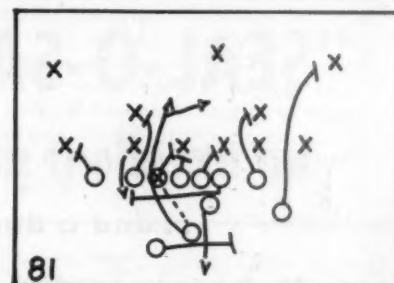
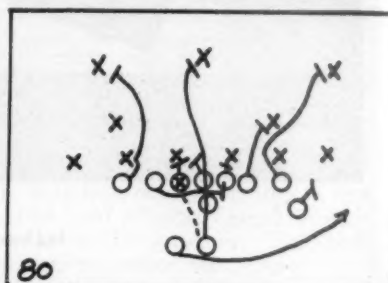
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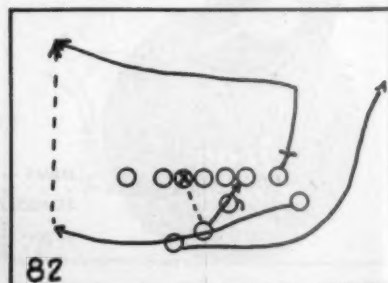
pull to lead the play between end and tackle. The wingback, after taking the fullback's hand-off, goes inside or outside of the defensive halfback, depending upon his blocks.

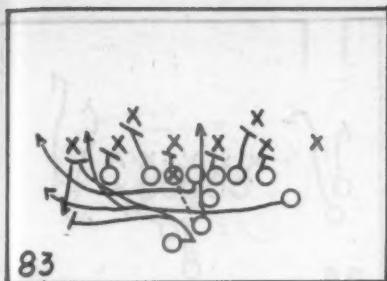
The remaining five single wing plays are off of the buck lateral series. The first one, shown in Diagram 79,



is a Statue of Liberty play. The snap is to the fullback, who hands to the quarterback as he comes back. The quarterback fakes a pass; the wingback takes the ball on the fake. The center, pulling tackle, and end execute peel back blocks.

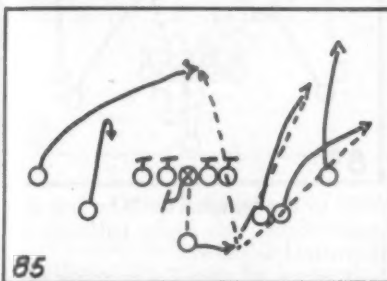
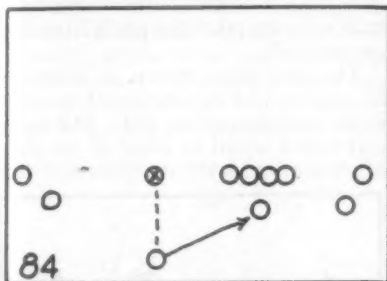
In the play shown in Diagram 80, sent in from Minnesota, the ball goes to the fullback who fakes a hand-off to the quarterback, who in turn fakes a





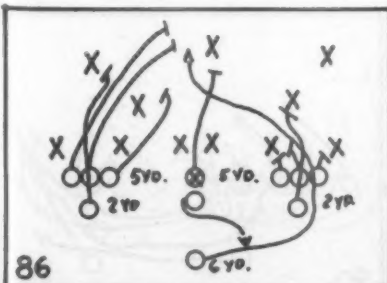
pitch-out to the tailback. The weak-side tackle comes across and traps the defensive guard. The guards go down to pick off the linebackers.

In Diagram 81 we have a fullback delay which was used successfully in Ohio. The snap is to the fullback who delays and fakes to the quarter-



back as he comes back. The fullback then hits over center. The center and guard double team the opposing guard. The heavy side guard pulls and traps the defensive right tackle, while the end shoots through for the linebacker.

The fullback drives forward, Diagram 82, hands to the quarterback who fakes a pitch-out to the tailback, and then hands to the wingback. The



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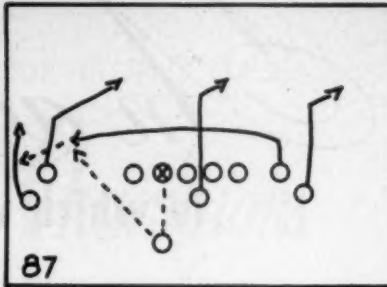
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wingback goes wide, stops, and throws to the right end cutting across.

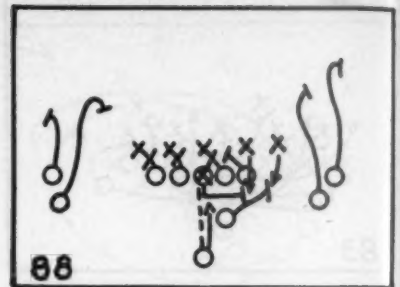
In the play shown in Diagram 83, the fullback hands to the quarterback, who hands to the wingback, running close to the line of scrimmage. The tailback stutters right, cuts back, and blocks on the defensive end. The ball-carrier goes inside or outside of the end, depending on his location.

A North Dakota coach uses the spread setup, shown in Diagram 84. This is strictly an option play, with the tailback having the option of running, passing to the quarterback for a screen pass, or passing to either halfback or end.

Diagram 85 shows a play that is run

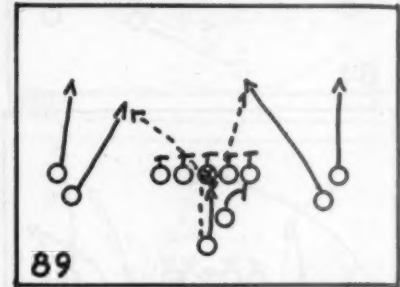


from the T.C.U. spread formation. The right zone is flooded with the right end, halfback, and fullback. The left end goes down eight yards and cuts across the middle.



The team using the spread, shown in Diagram 86, was undefeated this past season in Rhode Island. The quarterback calls the plays without a huddle. When the defense used a five-man line, or when the guards became careless, the best play was a quarterback sneak. The play shown here is an off-tackle drive by the fullback after he takes the pitch from the quarterback.

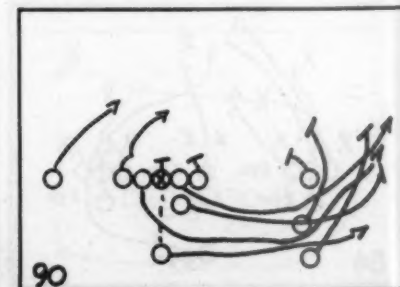
The pass play, shown in Diagram 87, was used by an Ohio coach to score eight touchdowns last fall. The right end comes across in front of the line of scrimmage, takes the pass, and lat-



erals to the wingback. The left end, quarterback, and right halfback are downfield as decoys.

Diagram 88 shows a running play, with the center pulling and trapping the right tackle. This play is used mainly to set up the jump pass shown in the following diagram.

In the play shown in Diagram 89, the tailback is six yards back of the line of scrimmage. He takes the snap and charges forward as if he were going to hit over center as in the preceding play. Then he stops, jumps, and throws to either of the two wingbacks.



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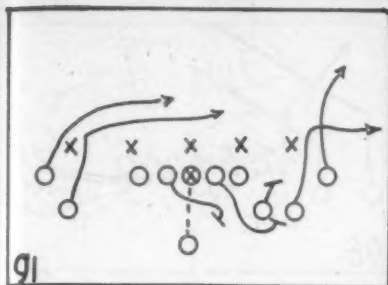
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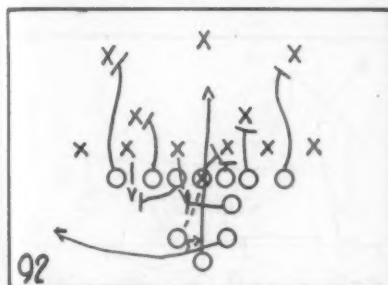
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The strong-side end and the two backs to the strong side, Diagram 90, are split out ten yards. The weak-side end is split out five yards. Both guards and the three backs lead the play, a wide sweep. The weak-side guard blocks any opponent who tries to shoot the gap.

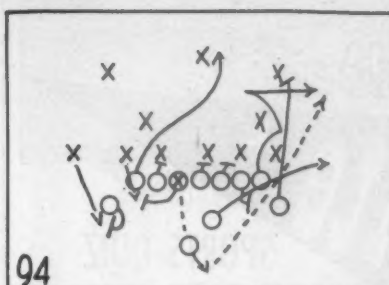
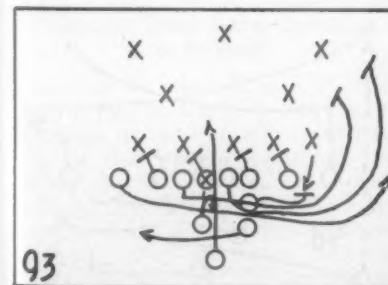
Diagram 91 shows a running pass from the spread formation. Both guards pull back to form protection for the passer. The quarterback stays in and blocks on the line. Both ends and wingbacks go down for the pass.



Other Formations

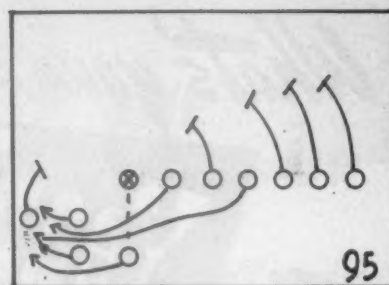
The play shown in Diagram 92 is a trap on the guard from the short punt formation. The blocking back comes across to set the trap; the center and right guard double team the opposing guard. The left guard opens the trap by pulling and trapping the tackle.

Diagram 93 shows an end around run as a sequence to the play shown in the preceding diagram. The fake is made to the deep back. After a spin the ball is given to the end who swings deep and wide. Both guards pull to



lead the play.

A double wing pass play is shown in Diagram 94. The right halfback goes straight at the defensive halfback. When he reaches the halfback he makes a pivot, more to screen the halfback than to be a pass receiver. The right end fakes left and comes across



to take the pass in front of the screened halfback. The quarterback sneaks into the flat.

In the play shown in Diagram 95, the center lines up on the end, with the linemen each split a yard. The backs are shifted in the opposite direction. This formation was used for



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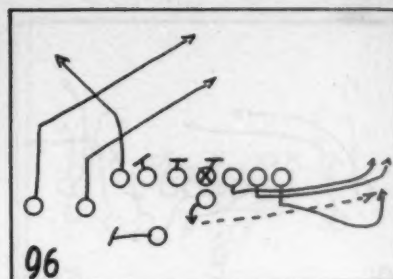
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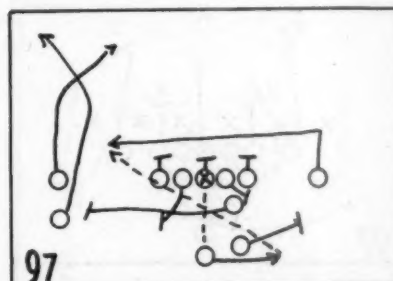
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sweeps either right or left with a "surprising amount of effectiveness."

The two halfbacks line up on the left wing for the play shown in Diagram 96. The right side of the line charges and holds for two counts, then releases, and the guard and tackle go parallel to the line of scrimmage. The end drops back three to four yards and takes the pass behind the screen.

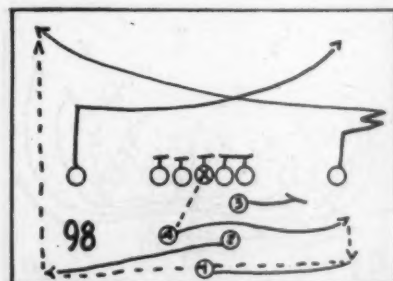
In the play shown in Diagram 97, the ends are split, with the wingback lining up behind the end. The end and wingback go out and cross to decoy the defensive secondary deep. The



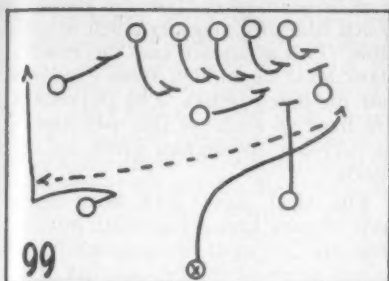
right end goes down the line of scrimmage to take the pass from the tailback who has started right, stops, and throws.

Diagram 98 shows a trick play run from punt formation. The ball is snapped to the No. 4 back who spins faking to No. 2, continues to the right, and laterals to No. 1 who has trailed. Number 1 turns and throws a long lateral to No. 2 who throws deep downfield to the end.

Diagram 99 shows a kick-off return which was worked successfully in South Dakota. The receiver cuts to

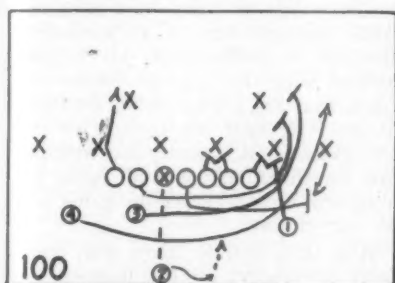


THE ATHLETIC JOURNAL



his right and starts the standard sideline return. He stops and throws a long crossfield lateral to the left half-back who had delayed.

The final play, sent in from Maryland, is run from the double wing. The left end checks the tackle and goes down as if he were expecting a pass. The tailback fades several steps, takes a pass, and shovel passes to the No. 4 back who goes off tackle.



Signals In Baseball

(Continued from page 14)

try to hit the next pitch or let it go by. This situation arises when there is a man on second base and the batter (usually a good one) has a two balls or even three balls and no strikes count on him. It is a strategic spot and the manager wants to cash in on his good hitter at the plate so the hit sign is given. With a weak man up, the sign may be "take" and try for a base on balls. Needless to say, in most cases it pays off. Signs, in these situations, are varied and every manager has his own system of signaling.

First and Third Base Coaching on Scoring

One of the most difficult and important jobs on the team falls on the shoulders of the first and third base coaches. Like traffic policemen directing the flow of cars on a main thoroughfare, the two coaches have their work cut out for them. The go and stop signals are similar in many ways on the diamond. We are familiar with the arm, whistle or other signs



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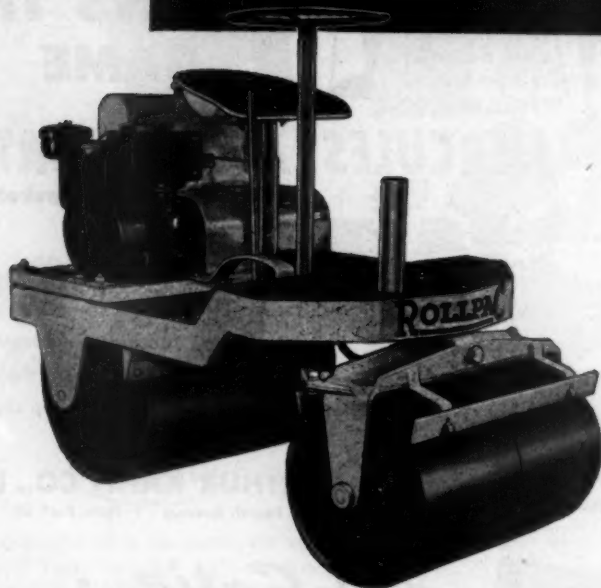
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a policeman gives, but the baseball coach hides his signs as much as possible. This is an art and the coach's signs must be hidden from everyone but his base-runners. The opponents are hard at work all the time trying to decipher the signals given by the coach.

The steal, take, and bunt signs have already been mentioned, but the stop and go signs are practically all in the hands of the two coaches. The batter hits a single down the left field foul line and as he nears first base he must get his signal from the coach at first, either to try and stretch the hit to a double or hold up at the initial bag. The coach at first base must have an alert mind. In a split second he must know whether the outfielder has a good arm, is getting to the ball soon enough, with what arm he throws, is the ball hard hit, the speed of the hitter, the score, and the man up next.

The coach on third base is in the same position but is at somewhat more of a disadvantage. He is confronted with the same problems and a few that are a little more difficult. A short fly ball hit to any of the outfielders, a tied score, the winning run on third, all depend upon his judgment as to whether the game will be won or lost.

It is little wonder then that managers are always on the lookout for good, smart men on the coaching lines to be first lieutenants in mapping baseball campaigns. Scoring men on infield ground balls comes in this category. Many times a coach has sent a man into a game to score, only to have him thrown out at the plate, thus losing a tight ball game. Not long ago a World's Series game and the championship were won when the runner kept on going from first to score the deciding run on a ball hit to the outfield, a play that may have been successful because of an alert, third base coach. Enos Slaughter of the Cardinals was the hero and the Boston Red Sox were the vanquished. The reason that we say *may have* is that some critics think Enos just kept on running, but we think the coach was pretty important in this instance.

The hit and run signal is another good scoring weapon. A baseball manager usually calls for this play, as he does most of those mentioned, but the coaches come in for their share of the responsibility. They tip off the sign to the man at the plate and he in turn relays it to the runner on first either by touching his cap, hitching his belt, brushing his hand across the letters of his shirt, or putting dirt

on his hands. Many batters have their own peculiar sign. The most important thing, of course, is to have the right man or men to do the job such as a good bunter, a fast man on first and a pitcher (opponent) who is in the hole with a two balls and no strike count on the hitter. Naturally, the man at the plate must be good at hitting the ball through second or short, depending, of course, which of the two men is going to cover second base. In baseball, just as in football, there must be signals and good men to carry them out in the tight spots. It would be almost impossible to play without them, and to be a winner they are as important in baseball as sunshine is to life.

Defensive Signals

There are probably not as many defensive signals in baseball as there are offensive signals, but they are just as important in winning or losing games.—We know that a hitting team will chalk up plenty of runs, but a good defensive team will keep the score down. A football team on defense will shift its line and backfield on certain plays and a baseball team will do the same at critical times. For instance, the infield may shift to the right side of the diamond on a batter who continually hits to right field or the left side of the diamond, if he drills them down the left field foul line. Now, the defensive signal for this can be seen by everyone in the park, even the batter, but to stop the shift is futile. The coach may stand in front of the dugout and wave his hand so that everyone can see him. He will do the same if he wants the infield in, to cut off a possible run, or he may move the outfield around to thwart a long ball hitter or one who pops them over the infield.

How different is an offensive sign such as a steal sign? The defensive signals, with the exception of a few, are easily seen, while the offensive signs are guarded. If a catcher knew exactly when the runners were going to steal he would throw out everyone by calling for pitchouts, but he does not always steal the signal. On the other hand, when the shortstop moves to second and the third baseman moves to short, with the help of the pitcher throwing outside to a right-handed hitter, the situation becomes rather difficult to solve.

In order to have a winning team and prevent serious accidents, the amateur or professional ball player had better watch those traffic men who are giving signs on the baselines.

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Relay Exchange

(Continued from page 8)

the inevitable crowding and jostling in the middle section of the area.

As soon as the baton has been exchanged, the receiving man becomes the passer. In this capacity, his first movement, aside from running is to shift the baton to his right hand. This transfer is of vital importance, and should become so habitual that it is performed automatically within the first few strides whenever a baton is received (Illustration 3).

The carry is made holding the baton well toward one end. Approximately two-thirds of the baton length should project from the passer's grasp in order to provide maximum insurance that the pass will be completed once the baton has been placed in the receiver's hand.

As soon as the exchange zone is sighted, at the completion of a lap, the passer should select a straight course aiming for a position slightly off his teammate's left shoulder, i.e., toward the inside of the lane in which the exchange is to be made. Running to the side of the receiver, rather than directly at him, has several important advantages. It requires less twisting of the receiver's body, which keeps him in a more natural running attitude, and the resultant extension of the arm to the side, as well as to the rear, offers a more easily seen target for the passer. This simple concept further provides each of the two men with a pre-arranged, mutually understood, and invariably clear running path through the exchange zone. There is no excuse for relay team members jostling each other during a pass. Despite this fact, innumerable instances of self-imposed hindrances due to various types of body contact are everyday occurrences in most relay races. Reservation of the inside half of the lane for possible overrunning by the incoming man can save valuable seconds in the exchange zone.

A frequently observed, serious error on the part of the passer is that of running the final 20 or 25 yards of a lap with one arm rigidly extending the baton forward in preparation for making the exchange. Optimum running form cannot be maintained without co-ordinated, balancing arm action, and there is no valid reason for disrupting normal form during or prior to the pass. The actual exchange should be made at the forward extension of a normal swing of the right arm, and the baton should be care-

fully laid in the receiver's left hand during the natural downward motion of the resulting back swing (Illustration 1). The baton is always "given" by the passer, rather than "taken" by the receiver, and for this reason it is absolutely essential that the receiver provide his teammate with an unwavering, clearly visible target.

The Sprint Pass

The second general pass technique necessary for all-around successful relay performance is called the sprint pass. This style is most effectively used as an exchange when the incoming runner has completed a lap of 220 yards or less. This pass differs from the standard form chiefly in that the receiver does not attempt to analyze the performance of his incoming teammate, but assumes that his achievement is maximum. Because of this fact, the successful completion of the pass is always somewhat of a gamble. In the short relay laps, however, it is practically a compulsory technique, and the element of risk involved is not too great with well-trained teams.

Since this form is not a visual pass—i.e., the receiver is not looking back-

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wards and actually watching the exchange—neither hand has any particular advantage over the other for the carry. However, since this factor is considered so highly significant in connection with the basic standard pass, it is recommended that the baton always be carried in the right hand, and received in the left hand, in order to avoid confusion (Illustration 4).

In the performance of the sprint pass, the receiver takes a position at the rear of the exchange zone, and in the outside half of his lane, exactly as for the standard pass. Placing the toe of his left shoe slightly behind and slightly to the left of the heel of his right shoe, the athlete pivots on the balls of both feet, toward the inside of the track, as far as is necessary for him to view comfortably the approach of his teammate. As the incoming man reaches a predetermined point in front of the exchange zone, the receiver turns his body and attention to the front and begins a maximum sprint, driving hard with both arms. After four full strides, the left arm is extended straight down and slightly to the rear, palm turned in, with the thumb forming a v-shaped pocket for receiving the baton (Illustration 5). Ideally, at this instant the incoming runner has closed on the receiver, and completes the pass. It should be noted that the receiver does not take the baton from the passer. It is the passer's responsibility to place the baton accurately in the receiver's grasp, and for this reason the latter must provide a steady, easily seen target with his extended left hand. Upon obtaining the baton, the receiver immediately shifts it to the right hand carry, and at this point in full stride, becomes the passer.

Receiver's Responsibility

The responsibility of the receiver in the sprint pass is to start his take-off exactly as the passer reaches the previously mentioned predetermined point. The distance between this point and the receiver must be painstakingly worked out in practice sessions between the two men involved in each exchange.

At Florida State, a trial-and-error method of selecting this distance has proven satisfactory and effectual. A line is scratched in the track surface to represent the back of the exchange zone. From this point the receiver paces off six strides down the track in the direction from which his teammate will approach. Here he scratches another mark in the track, and then returns to the rear zone line where

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he assumes the recommended position of readiness, and focuses his attention on the passer. The latter goes down the track about 40 yards, and sprints back toward the waiting receiver. As the passer reaches the mark scratched in the cinders six paces from the back of the exchange zone, the receiver begins his sprint. If he runs away from the passer, the mark must be moved closer to the zone; if he is over-run, it must be moved back. Through many repeated trials over an extended period, and under various environmental conditions, the optimum distance can be determined for each exchange pair. As the two men involved in each pass continue to practice together, they will gain in assurance, as well as in skill, and by the time of the relay meets, each receiver should be able to place a mark which will serve as a starting signal for a fast, precise, successful exchange.

In general, the techniques previously described for use with the standard pass apply equally as well to the sprint pass. The runner should hold the baton similarly in relays, the carrying and passing hands should be invariable, and the passer should always aim for a point slightly to the left of his receiver. The passing arm should not be extended forward prior to arriving in position to make the pass. The actual exchange, in the sprint pass, should be made with an upward motion during a normal forward swing of the right arm, carefully and accurately placing the baton in the target hand of the receiver. The passer must never, of course, ease up in his running effort until the pass has been successfully completed.

Conclusion

Obviously, the skills considered in this article demand extensive practice, and it is only common sense to observe that team members should drill in making exchanges in the order in which they are to run. In any dual activity, repetitive practice with a particular teammate results in improved skill, finesse, and speed of action. While members of a track squad should be generally familiar with the problems involved in running any position of a relay race, to cut down on exchange zone time, definite running assignments should be made early enough in the season to allow a great deal of drill between the most probable passing pairs.

In conclusion, naturalness is the key to the method, and application is the indispensable element in approaching maximum performance of



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the motor skills involved in relay exchanges. With proper use, these two basic factors can result in teams which will consistently perform better than opponents in the all-important exchange zone, and this enviable achievement will win a representative share of relay races.

Golf Test

(Continued from page 18)

what we call result. Result is what happens to the ball after the execution of the shot has taken place. In other words, each student has a specific target or area that he must hit the golf ball into before any credit can be given for what is known as result. Having no class playing situation, these tests do not attempt to measure the player's ability to perform all of the skills of golf, as this would be impracticable from the standpoint of administration. The defined items—grip, stance, and swing—have been used because of their objectivity and the skill phase involved.

For a period of two years, the two items, execution and result, were used for testing the skill of the students. An instructor analysis of the test was made of the execution part of the grade and the result part. It seemed that these two factors were important in every golf shot. It was thought that the result of a golf shot could be directly determined by the student's execution. It was found, however, that the subjective element, execution, was receiving more weight in the score and that in most cases, a student could pass strictly on the execution part of the test. Both execution and result had the same weight in the total golf grade of each student. There were five shots, and each shot had the value of 20 points; each shot had execution counting 10 points, and result counting 10 points. This gave a total score of 100 points, and we required each student to make 60 points in order to pass. When the analysis was over, it showed, as in most teaching situations, that whenever a subjective judgment is used to measure a student, the likes and dislikes of the instructor enter the picture, thus making possible unfair judgments.

When it was found that the subjective element was a deciding factor in a student's grade, the golf staff met and made the decision to throw out the execution part of the test. After all, in golf the result is the thing that counts and even though a person might have an unco-ordinated swing, he may still get good results.



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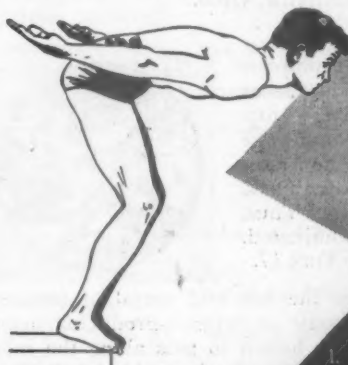
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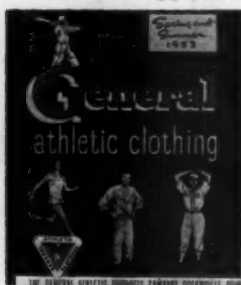
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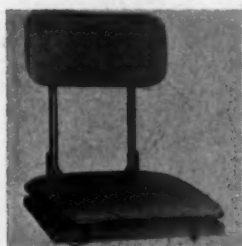
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ONE of the nicest catalogs to come across our desk in sometime is this 16-page spring and summer 1953 catalog just issued by the General Athletic Products Company. The catalog illustrates and describes the company's complete line of baseball, softball, gymnasium, track, and tennis clothing as well as their full line of award jackets and travel coats. Copies may be secured from your local sporting goods dealer or by writing to the General Athletic Products Co., Greenville, Ohio.



THE arrow points to a tiny compartment complete with plastic lid which is now built into Clebar stopwatches. Anyone who has tried to have a stopwatch repaired by a local jeweler will appreciate this little compartment because it contains the 7 most vital spare parts needed in stopwatch repair. These parts are not carried in stock by local jewelers. Thus, the delay in sending in for spare parts is eliminated. Clebar Watch Agency, 521 Fifth Ave., New York 17.



SO popular has the sale and rental of backrests and seats become as revenue-producing agents for schools that we hasten to pass along the information on the Olympic Stadium Model OS-2. It features a large 6 $\frac{3}{4}$ " x 14" curved backrest. Both backrest and seat are heavily padded and covered with textured vinyl plastic in a choice of three colors: bamboo yellow, red or green. The price is \$6.95 and this expenditure is easily recovered in a football and basketball season. A nice item for lettermen's clubs. Scott Port-a-Fold, Archbold, Ohio.

ONE of the biggest problems facing baseball coaches is finding an inexpensive yet durable baseball for practice purposes. At the National Sporting Goods Show, we believe we found just such a ball in the "Energizer Center League Ball." A special manufacturing process that in itself is amazing is the answer. Four years of research, in batting ranges, in the laboratory, and on the diamond itself proved the extreme durability of this ball. The balls sell for \$1.25 each. J. deBeer & Son, Albany, N. Y.



The result part of the test was retained, and only in unusual cases does an instructor's subjective judgment enter into the student's grade.

This test is strictly for the beginning golfer. In the four years we have used it, 3,000 students have taken it, and the pattern is well established as to what can be expected of a beginning golfer. In most cases, the physical education teacher must devise methods of measurement to fit his own particular situation. Although this test is used only at the University of Florida, we think it might be feasible for almost any beginning golf class.

Taking the five shots again, our experience has shown these results: chip shot, the students find this shot not too difficult; pitch shot, very difficult; the short iron, much easier than the dreaded shot over the trap; wood shot, the most difficult; and the putt is found to be the easiest to learn but the most difficult to master.

The following norms are based on 3,000 scores, using a 6, 22, 44, 22, 6 per cent curve: A-35-50. B-31-34. C-26-30. D-24-25. E-0-23.

The individual scores fall in the following range, where it is possible to make 10 points on each shot: Putting 7-10 points. Chipping 4-7 points. Pitch shot 3-6 points. Short iron 5-10 points. Wood shot 3-6 points.

General Administrative Instructions for the Skill Test

1. Each student should be given adequate time to practice before the test is given.
2. Each student takes six golf balls for each test. The first ball hit does not count for a score. This first ball is given so the student will get the feel of the shot and have a chance to relax.
3. Other students who are watching should remain quiet, and give the student who is being tested a chance to concentrate.
4. Each test should not take more than 35 minutes at a maximum for 20 to 25 students.

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Competition for Children

(Continued from page 16)

views condemning interschool competition, if it was properly administered.

The two most important segments of the report are the study of the physiological and psychological factors. Neither of these, in our opinion, shows a strong opposition to athletic competition for children. Why then, does the report make the statement: "Interschool competition of a varsity pattern and similarly organized competition under auspices of other community agencies are definitely disapproved for children below the ninth grade?"

The American youth is sports-minded and because our sports are of a highly competitive nature the youth is going to indulge in competitive sports. If the school can offer him a highly competitive intramural program, that may be enough to satisfy his athletic needs. However, it is our belief from the elementary schools we have seen, that the intramural program is conducted during regular gymnasium classes, with little after-school activity.

Prior to the war we became enthused over the so-called "Minnesota Plan" and presented several articles on it. Basically, the coaches are hired for twelve months a year. During the summer they supervise recreational leagues, etc. As much as we thought of the program, we must have been in a minority, because few if any communities adopted it. The result was the door was left wide-open for outside promotions. City recreation departments, civic groups, etc., organized programs which filled a need and proved so popular that on the resumption of school, the youth of the community continued in the groups that had filled their needs during the preceding months.

We feel the report should not have disapproved of competition for children below the ninth grade, but should have confined itself to outlining the factors which should be taken into consideration in determining the value of a program.

We feel that the school administrators might first determine whether their own programs are of a nature to satisfy the appetite of the young boy for sports.

We feel that the school administrators had better stop worrying about "some recreation programs competing with schools for the youngsters time," and instead start competing with the recreation programs. One way we believe this can be done is to stage a sane and well-administered athletic program. Competition must be the backbone of such a program. If there is not an opportunity for boys to match their talents against different boys each game, then the programs sponsored by non-school groups will continue to grow by leaps and bounds.

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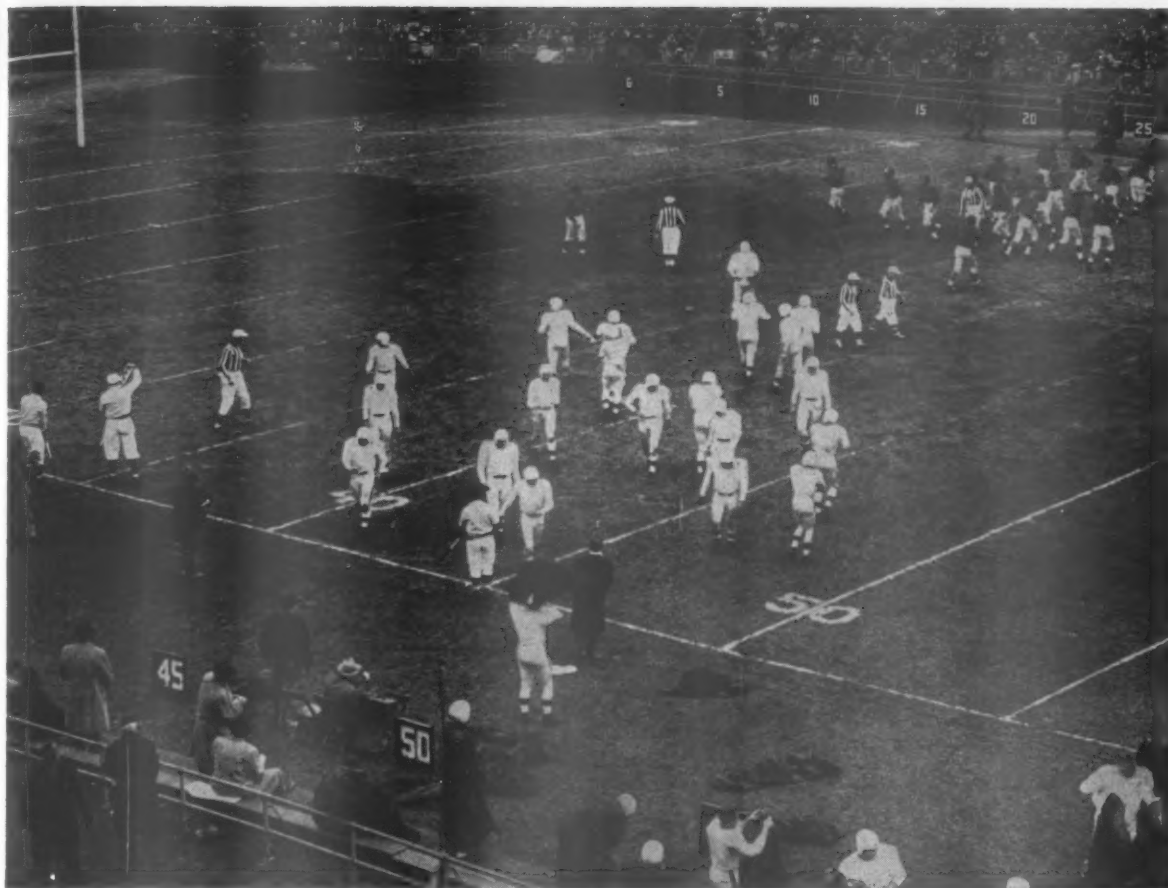
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